DOCUMENT RESUME

ED 462 090 JC 020 155

TITLE	Community Impact Report, Fall 2000.
INSTITUTION	Bellevue Community Coll., WA.
PUB DATE	2000-01-01
NOTE	108p.; This report includes an executive summary. For the Executive Summary only, see ED 456 868.
PUB TYPE	Reports - Research (143)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	College Outcomes Assessment; *College Role; *Community Benefits; Community Colleges; *Economic Impact; *Educational Benefits; Institutional Evaluation; School Business Relationship; *School Community Relationship; Two Year Colleges
IDENTIFIERS	*Bellevue Community College WA

ABSTRACT

This community impact study aims to establish the value of Bellevue Community College (BCC) (Washington) to its local community and larger surrounding area. Findings, using data from 1998-99, are organized into three categories: (1) short-term community impacts, including: 34,994 students were educated and trained; $62,966,226 was earned in total revenues; 53% of the 2,272 employees were from the local community; the total direct economic contribution to community was $51,030,523; and transfer students saved $4,072,000 by attending BCC for first 2 college years; (2) long-term community impacts, including: 622 dislocated workers were retrained; 95 people enrolled in BCC's welfare-to-work program; 700 students per quarter enrolled in English-as-a-Second-Language (ESL) programs; 3,000 enrolled in distance education and 500 enrolled in weekend college; life-time earnings with an associate's degree are $217,372 more than for a person with a high school diploma; 3.6% of people with some college are unemployed, compared with 8.5% with only high school degrees; and professional/technical students earn an average of $8,000 per year more after BCC training; and (3) service impacts, including: BCC offers a complete range of educational services--on-campus Head Start program and childcare center, radio and television station, no-cost community workshops and programs, and volunteer service activities. The study concludes that BCC is a high-knowledge impact institution. (Includes 36 tables, 6 figures, and 1 appendix.) (KP)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 462 090

Bellevue Community College

Community Impact Report

Fall, 2000

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

V Hodge

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Valerie L. Hodge, Director
Office of Institutional Research

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

Table of Contents

Executive Summary i

Introduction 1

Bellevue Community College and Its Place in the Larger Community 3
Demographics of the BCC Service Area 5
Residence of BCC Students and Employees 6
Facilities 7
Sites of Services 8

Short-term Community Impacts 9
College Revenues 9
Total Expenditures 12
Student Expenditure Savings 17

Long-term Community Impacts 25
An Educated Populace 25
Lifetime Earnings 31
Labor Force Participation Rates 33
Unemployment Rate 34
Voting and Voter Registration by Educational Attainment 34
Increased Workforce Productivity 35
BCC Students' Location After Completing Educational Programs 35
Student Earnings 36

Service Impacts 41
Childcare Center 41
Head Start 41
Early Childhood Education 42
Radio Station 42
Television Station 43
Library/Media Center 43
Puget Sound Regional Archives 43
Drama Department Assistance to the Community 44
Parent Education 44
Professional Continuing Education 44
Education/Services Provided At No Charge 44
Provision of Information to the Community 46

Business and Industry Involvement 47
Advisory Committees for BCC Professional/Technical Programs 47
Contract Training 49
Partnerships and Participation of BCC Faculty and Staff in Business and Industry Organizations 49

BCC Enterprises: The Business Side of Higher Education 51

Immeasurable Impacts 53
Community Service, BCC Students, Faculty and Staff 53
Being a Good Neighbor 55

Appendices 57

List of Tables

Table II-1: BCC Service Area by Zip Code 3
Table II-2: Bellevue Community College Service Area Employment, 1998 5
Table II-3: Residence Zip Codes of State and Contract Students 6
Top Ten Zip Codes, Fall 1999
Table II-4: Residence Zip Codes of All Students 6
Top Ten Zip Codes, Fall 1999
Table II-5: Zip Code Residence of BCC Employees 7
Table II-6: Organizational Use of BCC Facilities, 1998-99 8
Table II-7: Facilities Used by Quantity of Days Used 8

Table III-1: Bellevue Community College Actual Resources, 1998-99 9
Table III-2: Summary of Grant Funds Received by BCC in 1999-2000 11
Table III-3: BCC Actual Expenditures, 1998-99 12
Table III-4: BCC Employee Pay by Zip Code, 1990 Calendar Year 14
Table III-5: Distance of Community and Technical Colleges in King, Snohomish 16
and Pierce Counties from BCC
Table III-6: Community Expenditures of BCC Students, 1998-99 Academic Year 16
Table III-7: BCC and the University of Washington Budget Comparisons 18
and BCC Cost Savings
Table III-8: Student Financial Aid, 1998-99 Academic Year 19
Table III-9: Summary of BCC Tuition Waivers, 1998-99 Academic Year 20
Table III-10: BCC Tuition Waivers by Zip Code, BCC Service Area, 1998-99 Academic Year 20
Table III-11: BCC Tuition Waivers by Type of Waiver, 1998-99 Academic Year 21
Table III-12: Credits of Running Start Students and Tuition Savings 22
Table III-13: College in the High School Enrollments, 1998-99 22
Table III-14: BCC Student Childcare Savings, 1998-99 Academic Year 23

Table IV-1: Worker Retraining Students by Zip Code of Residence, 1998-99 27
Table IV-2: Annual Earnings of Women by Educational Attainment, 1991-98 31
Table IV-3: Percent Change in Median Annual Earnings of All Students 32
from California Community Colleges in 1991-92 Academic Year,
by Educational Attainment Level (1995 Dollars)
Table IV-4: Earnings by Educational Attainment 33
Table IV-5: Labor Force Participation Rates and Educational Attainment, U.S., 1998 33
Table IV-6: Unemployment Rates and Educational Attainment, U.S., 1998 34
Table IV-7: Professional/Technical Student Follow-up, 1997-98 Cohort Year 36
Program Participants Working in King County at Time of Follow-up
Table IV-8: BCC Professional/Technical Programs, 1997-98 Cohort 38
Earnings Before and After Program Completion, Top Ten Individuals
Table IV-9: Percent Change in Median Annual Earnings of All Vocational Students 39
from California Community Colleges in 1991-92 Academic Year,
by Educational Attainment Level (1995 Dollars)

Table VI-1: Professional/Technical Program Advisory Committee 48
Membership and Activities

Table VII-1: BCC Enterprises Sales and Volume of Business, 1998-99 51

Table IX-1: Grants Received by BCC, 1999-2000 58
Table IX-2: BCC Tuition Waivers Per Zip Code, 1998-99 Academic Year 67
Table IX-3: BCC Contract Training Classes, 1999-00 Academic Year 69
Table IX-4: BCC Educational Services Sites, 1998-99 73

List of Figures

Figure II-1: School District Boundary Map 4

Figure III-1: BCC Revenue, 1998-99 10
Figure III-2: BCC Expenditures, 1998-99 13
Figure III-3: Central Puget Sound Area Community and Technical Colleges 15

Figure IV-1: Salary of Women Working Full-time by Educational Attainment, 1998 32
Figure IV-2: Percent Earnings Increase After Training, California Community College Students 39

Executive Summary

Community Impact Report Highlights[1]

Short-term Community Impacts

- 34,994 students were educated and trained at BCC
- Over 200 organizations held events at BCC with over 52,000 people in attendance, and over 5,000 hours and 1,200+ days of use.
- BCC employed 2,272 people, 53 percent of whom lived in the BCC service area.
- BCC provided $260,161 in tuition waivers to students.
- The former BCC students now at the University of Washington saved $4,072,000 by attending BCC for the first two years. If all current BCC students who intend to transfer to a four-year institution took their first two years at BCC prior to transferring, they would save $25,832,768 in reduced tuition over attending the University of Washington for the first two years.
- BCC total revenue: $62,966,226
- Percent of total revenue from the state general fund: 28.6%
- Grant revenue (97% from outside the BCC service area): $5,782,159
- BCC total expenditures: $60,888,704
- Employee expenditures, 1999 calendar year: $6,577,157 from employees who live in the BCC service area, $17,548,695 from all employees
- Estimated student expenditures in the BCC community which would be lost if BCC were not here: $33,535,215 (excluding International students)
- International students' expenditures in the BCC community: $9,768,200
- Savings to students receiving simultaneous high school and college credit: $997,679
- Savings in student childcare expenses: $288,000
- Total financial aid provided by BCC from federal, state, and local sources: $5,895,367
- Total direct economic contribution of BCC to the community (institutional expenditures + employee expenditures + student expenditures): $51,030,523
- If the statewide jobs multiplier of 2.13 were used, BCC employment would account for an additional 2,567 jobs in the community.

[1] Data is based on the 1998-99 academic year, unless noted otherwise.

Long-term Community Impacts

- 622 dislocated workers retrained, 64% of these students were from the BCC service area
- 95 people enrolled in Workfirst (the state's welfare-to-work program, 83% from the BCC service area)
- Average of over 700 students per quarter enrolled in the BCC English as a Second Language program
- 3,000 distance education enrollments in 1998-99 and 5,000 in 1999-00 (over half from the BCC service area)
- 500 students enrolled in Weekend College, providing students with yet another attendance option
- BCC provided educational services at 88 sites in the 1999-2000 year.
- People with some college participate in the labor force at vastly higher rates than those with a high school diploma (20% more for less than a B.A., 25% more for those with a B.A.).
- The unemployment rate of those with college education and training is greatly reduced (8.5% for those with a high school diploma, 3.6% for those with some college, but less than a B.A., 1.8% for those with a B.A.).
- 54% of the professional/technical program students remain in King County after training
- Professional/technical students earn an average of $8,000 more per year after training than before going to BCC and a number of the income differentials (before training and after training) are in excess of $35,000.
- Students who say they intend to transfer, but actually go out into the workforce instead, exhibit wage gains of between 39 and 50 percent, compared to wages prior to their enrollment.
- Life-time earnings of a person with an Associate's degree are $217,372 more than a person with a high school diploma.
- Life-time earnings of a person with a Baccalaureate degree are $374,129 more than a person with an Associate's degree (BCC transfer students).
- Increased voter registration and voting: 76% of those people with some college or the Associate's degree are registered to vote and 69% actually do vote, compared to just 65% registered and 58% actual voting for those persons with only a high school diploma
- Increased workforce productivity: national estimates indicate that a 10% increase in a person's educational level results in an 11% increase in productivity in the non-manufacturing sectors and an 8.6% increase in productivity across all sectors
- Community and technical colleges perform an important "sorting" function for business and industry and four-year institutions of higher education by educating and training people and providing them with credentials that testify to their abilities, removing much of the risk associated with hiring and admittance decisions.

Service to the BCC Community

- Complete range of educational services, including: college credit; continuing education; programs for high school students; programs for high school dropouts, professional/technical training, programs for senior citizens, remedial education for those students not ready for college-level work (including English as a Second Language, High School Completion, General Equivalency Diploma (GED) completion, Adult Basic Education (ABE); contract training for business, industry, and municipalities; distance education; and welfare to work training.
- BCC Childcare Center and, opening in Spring, 2001, the BCC Early Family and Childcare Center, a state of the art facility
- On-campus Head Start program for the children of our lowest-income students
- BCC Radio Station – KBCS
- BCC Television Station – reaching 200,000 homes on the eastside
- Puget Sound Regional Archives located on campus
- A myriad of educational services (such as Radiation Therapy program seminars, Career Center services and classes, and parent workshops), offered at no cost to the community
- 300 people from business and industry serve on BCC professional/technical program advisory committees, helping to ensure that BCC programs are current and relevant to local employment needs.
- Contract Training provided to businesses and municipalities – 2,000 employees and 33 companies and municipalities
- Faculty and staff participation in community organizations and program cooperative efforts with business and industry
- Volunteer service of College employees on many fronts, including: Holiday Giving Tree, Expanding Your Horizons, Nursing students working in the community, Marketing students raising money and collecting food to donate to the needy, collaborative efforts with our area high schools and elementary schools
- Bringing international students into our community expands our community's exposure to other cultures and results in the development of business, professional, and personal relationships.

Introduction

If asked, few people would question the statement that the presence of an institution of higher education enhances the community in which it is located. It is almost a visceral reaction that, naturally, ***anyone*** would wish to have a college located in their area. But beyond this immediate, feel-good statement is the more meaningful question of "Why?" **Why** is it good and what does a college, particularly a community college, do for a community? What impact does it really have?

Bellevue Community College began in 1966, under the jurisdiction of the Bellevue School District. From our initial 523 students, we have grown to serve 35,000 students per year at nearly 90 sites. BCC prides itself on its responsiveness to community needs, adding programs in locations most convenient to our students. We take great pride in the quality of the education and training we provide as well. First-rate faculty and staff come together to serve students who range in abilities from those who cannot yet speak English to those who are at the top of their high school graduating class and will leave BCC to go on to a four-year institution. BCC is a thoughtful institution, continually examining its educational efforts in order to improve and expand to benefit the citizens of our community. The purpose of this Community Impact Study is to establish, by quantitative and qualitative measures, just how valuable BCC is, to both our immediate community, and the larger surrounding area.

We have constructed a ***Community Impact Study***, which contains many of the elements of an economic impact study, while stopping short of claiming responsibility for "regenerated dollars" using a multiplier. The literature review and analysis, which argues against using true economic impact analysis for certain institutions of higher education, talks about two types of local economic impacts.[2] There are "short-term expenditure impacts on the host economy and long-term knowledge impacts on the labor force and industrial vitality of the local area." They further state that "colleges in large communities serving a primarily local market have high knowledge impacts and low expenditure impacts."[3] ***Bellevue Community College is a high knowledge impact institution.***

The successful completion of this report was based on a cooperative effort of literally all BCC administrative units. A vast array of data has been assembled and it is through the cooperation of College employees that this took place. In an attempt to make the data as comparable as possible, staff were asked to provide figures for the 1998-99 academic year. In some cases, this was not possible and the 1999-00 year was used. It is expected that the effects of this are negligible in terms of comparability.

This study was conducted by the Office of Institutional Research. Comments and questions should be directed to Valerie Hodge, Director, (425) 564-3152. Readers should keep in mind that this is an Executive Summary of a much longer report. Those wishing to receive a copy of the full report should contact the Office of Institutional Research.

---

2 "The Local Economic Impact of Higher Education: An Overview of Methods and Practice," Kevin Stokes and Paul Coomes, AIR Professional File, Number 67, Spring, 1998.
3 Ibid, pg. 1

Bellevue Community College and Its Place in the Larger Community

Since it's founding in 1966, BCC's 96 acres and over 500,000 square feet of facilities have become home to 35,000 students annually. For 33 years, the BCC service area consisted of the following public school districts: Bellevue, Mercer Island, Issaquah, Snoqualmie Valley, Lake Washington, Riverview, and Skykomish. Beginning in Fall, 2000, with the opening of Cascadia Community College in Bothell, the BCC service area no longer includes the Lake Washington and Riverview school districts (Figure 1). The new primary service area for the College is composed of 251,566 people, 104,286 housing units, and 97,931 households. The average income of people employed in our service area is $55,169 with the software companies included and $35,222 with the software companies excluded. There are 17,861 employers and 300,000 people employed in the service area.[4]

In Fall, 1999, 65 percent of our students and 53 percent of our faculty and staff were residents of the BCC service area. Over half of our students come from just ten zip codes, which surround the College.

In its 500,000 square feet of facilities, BCC has numerous venues that are utilized by the community, often at a nominal charge, or no charge at all. These facilities include: classrooms, parking lots, the Carlson Theatre, gym, and the athletic fields. In 1998-99 there were 347 separate uses of BCC facilities by 220 organizations, with over 52,000 people in attendance, for a total of 5,498 hours of use. Sports events were the biggest user, followed by classes and lectures, and the theatre.

Beyond BCC's campus, we provide education and training services at 88 sites in our community and across King County.

Short-term Community Impacts

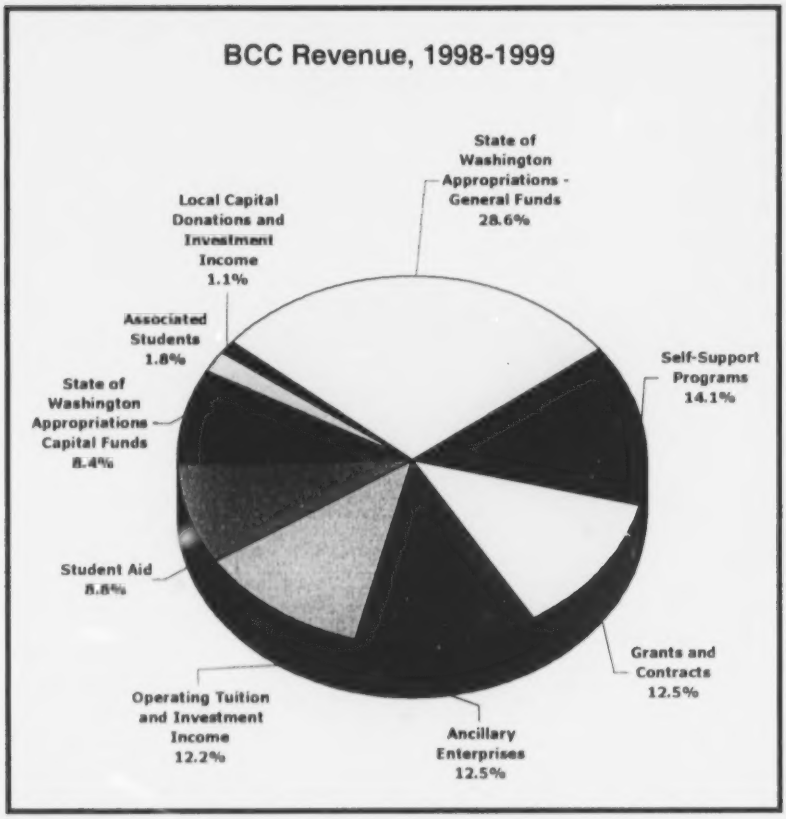
One of the short-term impacts of BCC's presence in the community is the revenue and expenditures for which the College is responsible. In the 1998-99 year, the College's revenues totaled $62,966,226. Of this, just 28.6 percent came from the state general fund (Figure 2). The next largest contributor was our Continuing Education and International Students programs (14.1%), followed by grants and contracts and BCC enterprises (12.5% each).

The College has a very active grants office that has been extraordinarily successful in obtaining outside funding so that BCC can continue to provide the leading edge programs that our community has come to expect. Most recent data show that in the 1999-00 academic year, BCC received over $5,000,000 in funded grants. Forty-eight percent of this was from the federal government and 97 percent of it came from outside the BCC service area.

---

[4] This data from Employment Security is based on the previous BCC service area. Data based on the new boundaries is not available at this time.

Figure 2.


BCC Revenue, 1998-1999
State of Washington Appropriations - General Funds 28.6%
Local Capital Donations and Investment Income 1.1%
Associated Students 1.8%
State of Washington Appropriations Capital Funds 8.4%
Self-Support Programs 14.1%
Student Aid 8.8%
Grants and Contracts 12.5%
Operating Tuition and Investment Income 12.2%
Ancillary Enterprises 12.5%

The various expenditure categories related to community impact are: college expenditures, employee expenditures, and student expenditures. Because college expenditures are virtually impossible to isolate in terms of where they actually go, only a very small portion is included in this total. The total expenditures for employee and students combined is $51,030,523. This includes a very conservative estimate of employee expenditures which includes just those employees who live in the BCC service area (expenditure amount: $6,577,158) and student expenditures of $33,535,215, plus international student expenditures (also very conservatively estimated) of $9,768,200.

Expenditure Savings for Students

A primary method for BCC to contribute to the short-term economic benefit of our students is to save them money while they are in attendance. The College accomplishes this in several ways, including: being less expensive in terms of tuition and fees than a four-year institution; providing federal, state, and local financial aid; waiving tuition for specific populations; provision of free classes; dual credit classes; on-site childcare; and continuing education classes, offered at very competitive rates.

Attendance at BCC Prior to Transferring to a Four-year Institution

The savings that accrue to students who elect to attend BCC for the first two years, prior to transferring to the University of Washington, are $2,036 in tuition and fees per year. Each student would save $4,072 in the two-year period. These savings are substantial for individual students, but especially impressive when applied to the number of students at BCC who transfer or say they intend to transfer. For the 1,000+ former BCC students currently attending the University of Washington, this represents a savings of $4,072,000. In the 1998-99 academic year, for the 6,344 students at BCC who said they were here preparatory to transferring to a four-year institution, the savings would be almost $13 million for one year and $25,832,768 in savings in tuition for students attending BCC for two years prior to transferring to the University of Washington.

Financial Aid

In the 1998-99 academic year, 1,569 students at BCC received some type of financial aid. The majority of the financial aid received by students (60%) does not require payback or work (grants, scholarships, and tuition waivers). Over $3.5 million in savings is provided to students.

Tuition Waivers

Tuition waivers are a significant way in which BCC is able to save students money. The tuition waiver program exists statewide, with colleges having some discretion over whether and how to participate in waiver programs. In the 1998-99 academic year, $260,162 was given in tuition waivers to students. Almost three-fourths of the dollar value of the waivers was given to residents of the BCC service area, with 58 percent of the number of waivers going to BCC service area residents. The highest median value waivers given were awarded to active duty military personnel and refugees, who are allowed to pay resident tuition.

English As a Second Language (ESL) Classes

For non-native speakers of English (who are U. S. residents or citizens), BCC offers free ESL classes. In the 1998-99 academic year, BCC offered 64 ESL classes, serving 1, 482 students. These classes are offered tuition-free, resulting in a savings for students of $365,482.80. Although these classes are non-credit, the credit equivalency of student work was 7,071 credits.

Dual Credit High School Programs

In three programs, high school students earn dual credit (high school and college credit, at the same time): Running Start, College in the High School, and Tech Prep. The Running Start program allows high school juniors and seniors to enroll at BCC and earn simultaneous high school and college credit. Every year, BCC has a number of graduates who receive their high school diploma and their Associate's degree at the same time. Similar to Running Start is College in the High School, although the classes take place at the high school, not at BCC. Finally, Tech Prep is the professional/technical side of the dual credit offerings. Participation in these programs eliminates duplication, shortens the time for students to receive their Associate's degree and their Baccalaureate degree, and saves the students and their parents considerable amounts of money in tuition and fees. Over the course of the 1998-99 academic year, 553 students who participated in the Running Start program saved over $660,000 in tuition. The average tuition saved per student per quarter was close to $500.

Students taking College in the High School classes saved an average of nearly $300 per quarter and over $300,000 total over the course of the year. The courses provided were in English, French, Spanish, German, Japanese, Biology, Chemistry, Math, Physics, History, and Psychology.

Courses that are officially counted as tech prep and receive dual credit began in Spring, 1999 and total 169 enrollments, 707 total credits, and a tuition savings of $36,481. Fifty of the students who received Tech Prep credit enrolled at BCC in Fall, 1999 with continuing student status. This program is on a fast growth track, so that the savings impacts for students and their families will be increasing over the next few years as more students take advantage of it.

Childcare Services

Students who send their children to the BCC Head Start program pay just $2.00 per hour, compared to a market rate of $5.00 per hour. Over the course of a 30-week academic year, based on a 10-hour day, and a five-day week, this represents a savings of $81,000 for these parents, who are all at or below the poverty level. The highest rate at the BCC Childcare Center is $1.25 per hour below market rates. This adds up to a savings of over $200,000 for students in saved childcare fees for 1998-99. Added to this, of course, is the convenience of having the center right on campus so that students don't have to drop their children off somewhere else, go to campus, pick them up somewhere else at the end of the day, and then go home. Time savings are very important to our students as well.

Continuing Education Offerings

The classes offered in BCC's continuing education program (non-credit classes) are offered at rates that are very competitive with private sector offerings. A wide variety of programs are available in six areas: computers, business, real estate, languages, arts, and personal enrichment.

Long-Term Community Impacts

"Local knowledge impacts of a college are greatest when many degree programs are offered and most students stay in the local labor market."[5] *"Over time, the local economic impact...of a metropolitan commuter college increases due to the compound growth in earnings of workers making the investment in human capital."*[6]

The knowledge impacts BCC contributes are its primary impact on the local economy. This impact increases over time as more and more BCC-trained and educated people join the labor force. An educated populace is what business and industry need, what our society needs, and what individuals need in order to live fulfilling, productive lives. Some of the programs available at BCC do indeed change lives and boost the local economy by providing a highly skilled workforce, including: Worker Retraining, Workfirst, Workplace Basics, and English as a Second Language (ESL).

Worker Retraining

BCC is active in the state-sponsored programs that enable dislocated workers to retrain to get new, well-paying jobs. In the 1998-99 year, BCC received $1,143,000 for the total worker retraining effort. About 600 dislocated workers received free training as a result of this program. Dislocated workers are those that have been identified as long-term unemployed persons, meaning that they would still have been unemployed at the time they exhausted their unemployment benefits, absent the worker retraining program. BCC partners with Employment Security, the Private Industry Council, the Boeing Company, and the SPEEA union to provide rapid response services to employees and employers who experience large-scale layoffs or plant closures. Of the 622 students in worker retraining in 1998-99, 64% (399) came from the BCC service area.

Workfirst

Workfirst is Washington State's welfare-to-work program. This program brought in $573,804 to the College in 1998-99. The College provides pre-employment training (95 people), work-based learning tuition assistance (200 people), workplace basics (30 people), life skills training (21 people), and specific services to residents of low-income housing in King County (40 people). These various efforts are designed to enable the residents of our community, who are the most difficult to employ, to find and obtain employment at living wages. In some cases, pre-employment training which deals with issues that prevent or hinder employment are dealt with first, workers get jobs, and then, at a later date, they can return for more training which will allow them to move up the employment ladder. The Workfirst philosophy is: "Get a job, get a better job, get a career," and the training activities are organized to accomplish that goal sequence. Individual College data is not available for these programs; however, statewide data show:

- the number of families on welfare has dropped by nearly 40 percent since January, 1997;
- the percent of the state's population that receives welfare is at its lowest level in 30 years;
- during 1999, working Workfirst participants generated an estimated $154 million in job earnings for the state's economy;
- 35,000 current and former welfare recipients enrolled in community and technical colleges;
- more than 4,200 took advantage of tuition assistance to receive free short-term job training while they were working; and
- lower caseloads have saved hundreds of millions of dollars in welfare costs.

---

5 AIR Professional File, p.3
6 AIR Professional File, p.4

The $131 million that the state receives annually for welfare is being used to expand job training and to provide childcare and other services that assist people in leaving welfare and remaining employed.

Staying Ahead of Information Technology Education Needs

Information Technology (IT) is a major part of the BCC community's economy. BCC is a significant player in this economy on several fronts. The most visible of these is the creation and construction of a building to house the Northwest Center for Emerging Technologies (NWCET). This federally supported entity specializes in skill- and competency-based curriculum development and training for students and faculty. The NWCET sponsors workshops for faculty, and develops IT curricula for high school and community and technical college programs. In addition, in order to ensure that the products the NWCET develops and the training they offer is industry-standard and current, the NWCET has over 20 strategic, educational, business, and government partners who advise on various issues.

The BCC Continuing Education program is specifically designed to be entrepreneurial and proactive in providing offerings to our community. Recent examples of this include: the Fast Track program for MCSE, MCSD, and Technical Support, an intensive, five-month program, designed for individuals in transition and placing students in jobs with salaries ranging from $32,000 to $74,000; new certification programs in MCSE, MSCD, Oracle, Cisco, A+ Certification, Network+ Certification, iNet+ Certification, and CIW (Certified Internet Webmaster); certificate programs in Technical Editing and Information Design; and a new program this Fall offering a certificate in Information Technology Project Management.

English as a Second Language Program

In the 1998-99 academic year, BCC offered 32 sections of ESL classes in the Fall (788 students enrolled), 29 in the Winter, (680 students enrolled) and 30 in the Spring (727 students enrolled). With significant increases in the immigrant population in the BCC service area over the past five years, the ESL program makes a very real difference in the lives of people who would otherwise not be able to function in our English-speaking society. Not content to require students to come to the BCC campus to take classes, BCC reached out to the community, offering classes through the City of Bellevue, at Crossroads Shopping Center, and Covenant Shores home for seniors. Demand is such for this program that there remains a constant 500-person waiting list.

> *"When I began here in 1999, I had to go everywhere with my husband. Now I can talk with my neighbors, get my driver's license, shop, and even take phone messages!"*
>
> *-BCC ESL Student*

BCC Distance Education

BCC has moved quickly and substantially into the area of distance education. In the 1998-99 year, there were over 3,000 enrollments in this area and in this past year, there were over 5,000. Since half of these students come from the BCC service area and three-quarters come from within 10 miles of the College, BCC is providing a much-needed service to our community, providing them with educational options that do not involve travel and are not time-based. This may result in savings in terms of time to program completion or goal achievement if the students are able to fit these distance education classes in around other classes and certainly results in reductions in driving time

and fuel expenditures. Ninety percent of these students are current or former BCC students and about half of them are taking only distance education classes at BCC.

Weekend College

BCC launched its weekend college in the 1999-00 academic year. Weekend College served over 500 students in 34 courses over the course of the year and has the beginnings of a transfer curriculum in place. This program will be expanded in coming years. Like distance education, this provides students with another option while attending BCC. We expect that these students will benefit by reduced time to degree or goal completion as they are able to better fit classes into their busy lives.

The Career Education Options (CEO) Program

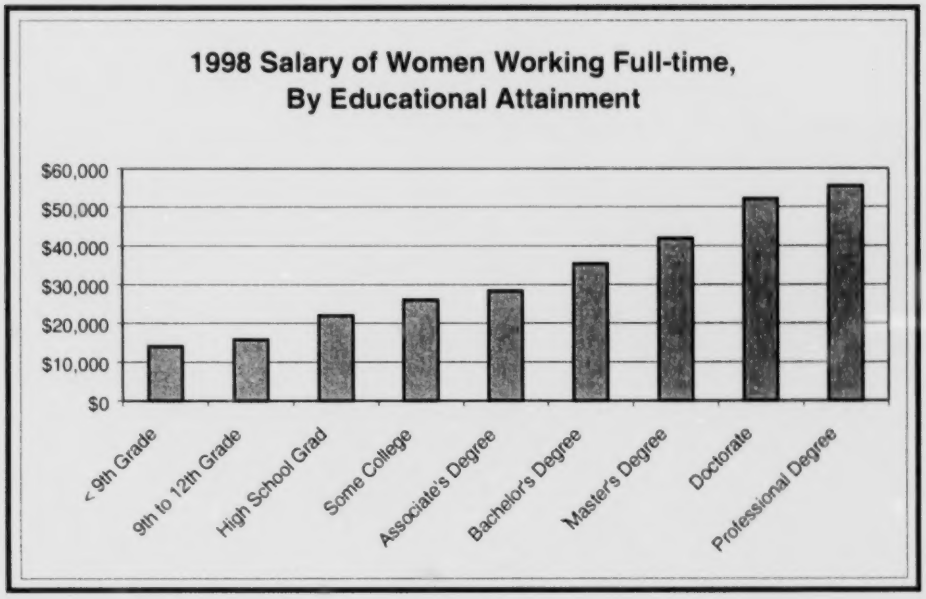
This program, begun in Winter, 1999, served 58 students in Spring, 1999. The program's purpose is to assist people between the ages of 16 and 21 who left high school without obtaining a diploma to complete a professional/technical degree or certificate program at BCC. The first outcomes data for students in this program will be available in Spring, 2001.

Lifetime Earnings

The close link between educational attainment and earnings is well established. In fact, it is a primary reason for attending college in the first place (Figure 3). **It has been estimated that completion of an Associate's degree adds $196,000 to a high school graduate's career earnings.** This amounts to about $6,350 per year of a person's working life. Taking a few technical classes to prepare for a job that demands more skills can add $1,000 per year to a person's income.[7] The income differential between educational levels has been increasing in the past decade for nearly all levels. This is another illustration of the importance of postsecondary education in the new economy.

[7] Sinclair Community College Economic Impact Study, p. 1

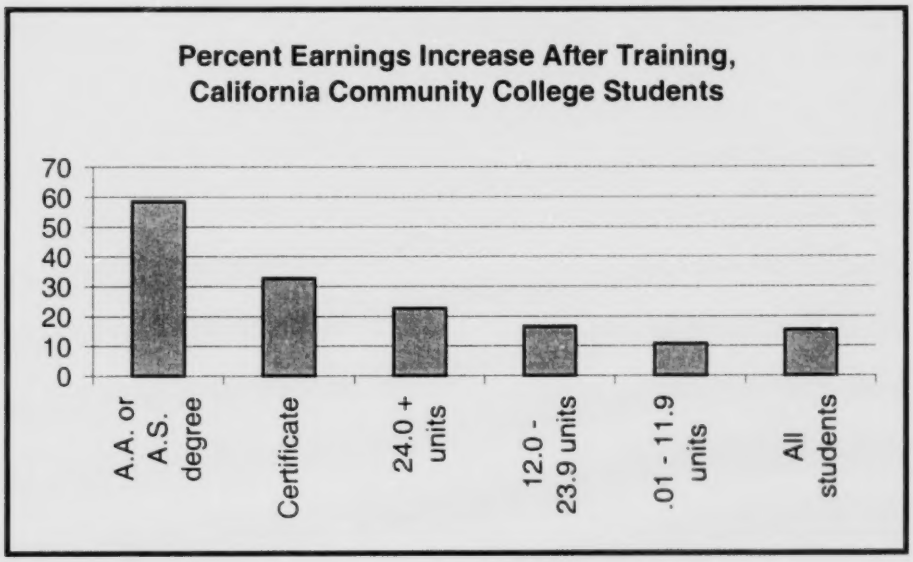
Figure 3.



Source: Bureau of the Census

The California Community Colleges have conducted studies that attempt to show the value of educational attainment specifically at the community college level, ranging from a few credits earned to the Associate's degree (Figure 4). They found very large increases in earnings after attaining the Associate's degree (nearly a 59% increase) and even a ten percent increase in median annual earnings with just a few credits earned (less than 12).

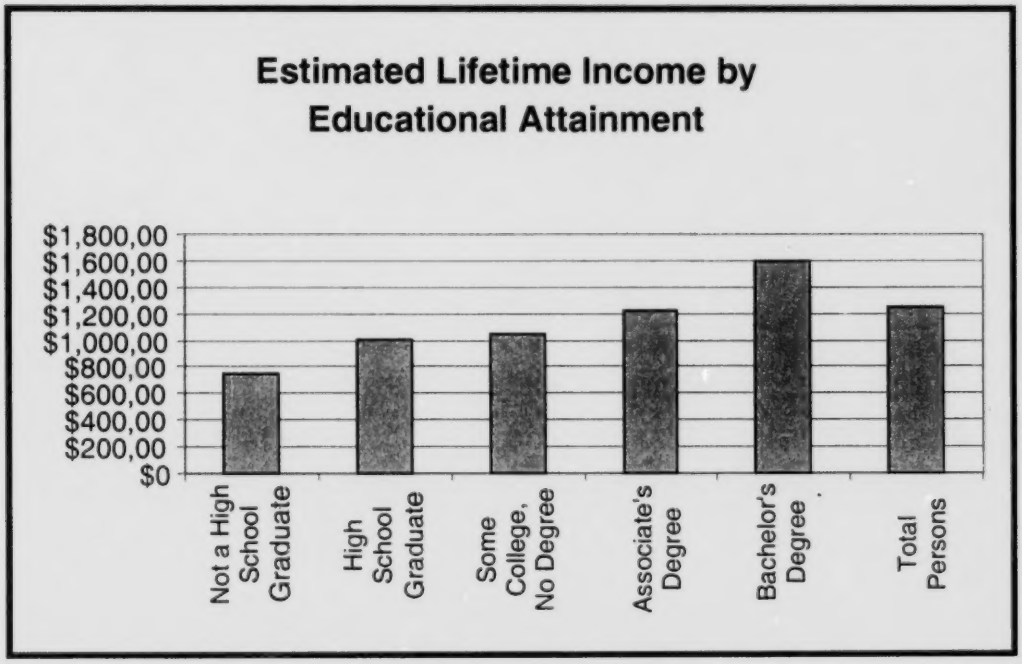
Figure 4.



Source: California Community Colleges

Another way to look at earnings is the total a person would have access to over a lifetime of working (Figure 5). There is a huge increase (over $265,000 lifetime) resulting from the high school diploma, another large jump in lifetime earnings tied with the Associate's degree (over $170,000 lifetime), and the largest increase of all (over $374,000 lifetime) is linked to completion of the Baccalaureate degree (A significant factor for our students who transfer).

Figure 5.



Source: Census Bureau

Labor Force Participation Rates

Another benefit of postsecondary education is overall participation in the labor force, a factor that raises the standard of living throughout our community. Persons with higher levels of educational attainment participate in the labor force at higher levels than do those with less education. This is apparently particularly significant for females and African American persons, whose participation rates are much higher with advancing educational levels. For the total labor force, the participation rate is 80.2 percent. Persons with a high school diploma participate below that level (78.4%) and persons with some college or an Associate's degree or a baccalaureate degree participate at levels above the overall rate (83.5% and 88.0%, respectively).

"BCC graduate Jeannette Bonner is changing careers, after 13 years in human resources. Laid off from a middle-management position, she had to take a series of unsatisfying jobs because she had no degree. Suddenly, the only jobs she could get were for lower-level recruiter or clerical jobs -- nothing that really utilized her experience. It was hard giving up a full-time salary to return to school. But she came back with more focus and appreciation for her studies than someone fresh from high school, Bonner said. ``That's when I said, `OK, this nonsense has got to stop.' '' "`I found a wonderful program here (at BCC) called the worker-retraining program.'' It paid for her books and tuition. But Bonner knew there would be a lot of belt-tightening while she studied and worked part-time. She laid it out to son Mason, now 9. ``He goes, `Well, hey, if it means that we're going to be doing better in the future, then yeah,'" she recalled. Now Mason sees me studying and he talks about going to college."

(Quotation courtesy of the Eastside Journal, June 6, 2000)

Unemployment Rate

The relationship between unemployment rates and educational attainment is also a linear one. The more education a person has, the less likely they are to be unemployed and/or receiving unemployment compensation. The unemployment rate of the total labor force is reduced from 8.5 percent (less than a high school diploma) to 3.6 percent for those with some college. As with labor force participation, this is especially noticeable for females and African Americans. This is a significant savings for both the state and employers.

Voting and Voter Registration Rates by Educational Attainment

Studies by the Census Bureau have shown that the higher the educational level of a person, the more likely they are to be registered to vote and to have voted. While 65 percent of people with a high school diploma are registered to vote and 58 percent usually vote, 76 percent of those with some college or the Associate's degree are registered and 69 percent usually vote. For those people with a Bachelor's degree, 85 percent are registered and 80 percent usually vote.

Increased Workforce Productivity

A study by the University of Pennsylvania found that a ten percent increase in the education level of workers (approximately one year of education) translates into an eleven percent increase in productivity in the non-manufacturing sector of the economy. Across all industries, it amounts to an 8.6 percent increase in productivity. This can be compared to productivity increases resulting from increases in the hours worked and increase in capital investment, both of which have significantly lower productivity contributions than education.[8]

BCC Students' Location After Completing Educational Programs

If students who attend BCC remain in the area after completing their programs, there is an added long-term benefit to the community due to the continued presence of these tax-paying, educated citizens. For the last follow-up year available, 54 percent of the BCC professional/technical

[8] **"The Challenge for Higher Education," the Higher Education Coordinating Board's 1996 Master Plan for Higher Education, p.14**

program participants were working in King County after leaving their BCC program. In nine of the twenty programs, over 50 percent of the former students were working in King County. In two of our Information Technology programs, nearly 60 percent of the students were working in King County and in the Administrative Office Systems program, 71 percent were. Additionally, 78 percent (450 of the 579) were still working in Washington state, so that while their careers may have taken them beyond the BCC service area and King County, the state continues to retain them and benefit from their education and training.

Student Earnings

For the country as a whole, it is clear that educational attainment makes a very big difference in the earnings (both immediate and lifelong) of participants. What concerns us at BCC is how our students fit into that picture. BCC has a large number of transfer students and we do not have information on their wage patterns after they leave us; however, each year the State Board for Community and Technical Colleges follows a group (cohort) of students enrolled in our professional/technical programs from the previous year and matches the student information with Employment Security records to determine wages and employment rates. From this, we can see how our students are doing in terms of wages and also which programs are the most productive for students, in strictly monetary terms.

> *"Just wanted to let you know I finally landed a job…and I'm coming on as a Web Builder. It's a full-time permanent position, with full benefits, stock options and pretty decent salary ($45,000) for starter pay. I heard about this from one of my friends who went through the web authoring track with me…they needed someone immediately for a 2-week project, he referred me, they liked me (and me them), and now that the project is over they gave me their standard test and after some interviews hired me on."*
>
> *-Former Web Authoring Student*

BCC education and training makes a significant difference in the earnings of our students once they leave the College. Overall, students earn an average of over $8,000 more per year after training than they did prior to training and some individuals' economic lives are literally changed as a result. Information Technology programs and Health Sciences programs dominate the "top 10" list and provide students with outstanding wage opportunities. Salary **increases** resulting from BCC training for this "top 10" group of professionals range from over $35,000 to nearly $75, 000. Annual salaries range from over $47,000 to over $90,000.

These increases are related to age, with the youngest students (not surprisingly) having the largest average wage gains. Those ages 20-24 had average earning increases of nearly $20,000, while those ages 40-44 saw their earnings increase by a little over $10,000, on average.

Table 1: BCC Professional/Technical Programs 1997-98 Cohort, Earnings Before and After Program Completion Top Ten Individuals*

Program Title	Before Training, 1999 Estimated Annual Earnings	After Training, 1999 Estimated Annual Earnings	Before-After Differential
Media	$ 4,011	$ 78,279	$ 74,268
IT-Programming	$ 2,123	$ 63,409	$ 61,286
IT-Programming	$ 1,177	$ 53,683	$ 52,506
Diagnostic Ultrasound	$ 5,817	$ 55,272	$ 49,455
IT-Programming	$ 5,159	$ 52,605	$ 47,446
Media	$ 2,844	$ 47,400	$ 44,556
Nuclear Medical Technology	$ 20,178	$ 61,150	$ 40,972
Media	$ 8,087	$ 47,730	$ 39,643
Fire Science	$ 39,717	$ 78,423	$ 38,706
IT-Programming	$ 54,956	$ 90,206	$ 35,250
All Degree and Certificate Holders			
Average	$ 21,936	$ 30,649	$ 8,713
Median	$ 19,630	$ 29,615	$ 8,217

*Includes Degree and Certificate Recipients Only
Top Ten Individuals (Ten people with the highest wage increase after training, out of 579 in the group)
Source: SBCTC DLOA Database

Service Impacts

BCC provides a myriad of services to our community, including: childcare, early childhood education programs, the BCC radio station and cable television channel, our library as a resource, location of the Puget Sound Regional Archives on our campus, and professional continuing education, among others.

BCC Childcare Services

Open Monday through Friday from 6:45 am to 10:15 pm and Saturday from 7 am to 7 pm, the BCC childcare facility serves children 18 months through six years of age. The time period from opening until 1:30 pm on weekdays is reserved for BCC students and employees. Families in the BCC community may enroll from 1:30 until closing and all day Saturday. During the 1998-99 academic year, 90 children of students were served, 12 children of staff were served, nine children of faculty were served, and six children from the community were served. A new Early Childhood Learning Center, a community partnership being developed in conjunction with Costco Wholesale, will be operational in Spring, 2001 and will serve 190 children. BCC also operates a site for the federal Head Start program, serving 18 children in the 1998-99 year. The federal government pays for a 9 am to 3:30 pm program and the BCC program (the only full-day Head Start program in the area) operates from 6:45 am to 5:30 pm, courtesy of a grant from the City of Bellevue. Students pay $2 per hour, compared to the current average market rate of $5 per hour. All these families are from our service area and all the parents are current BCC students. To participate in this program, families must qualify for free or reduced lunch, and have family incomes at or below the federal poverty level.

BEST COPY AVAILABLE

Early Childhood Education

BCC's Early Childhood Education (ECED) program trains childcare workers, preschool teachers, nannies, and those who are going on to become elementary school teachers. BCC has a unique program for the eastside; there are no other programs that grant degrees in ECED. BCC is participating this Fall in the new TEACH[9] program that provides scholarships, release time, and other supports to allow childcare workers or daycare home providers to obtain credits toward a two-year degree in Early Childhood Education. Completion of the courses will be linked with increased compensation and a commitment by the provider to remain in the field for a specified period of time. The ECED program also fills the need for the 20 hours of training required by the Washington State Training and Registry System (STARS) to be a licensed head teacher or home daycare provider. STARS has a goal of increased opportunities for basic and ongoing training for childcare and early education and school-age providers in order to increase both the quantity and quality of these important workers. After initial training, ten hours of continuing education is required each year and BCC will provide that as well.

Radio Station

KBCS (91.3 FM) is a non-commercial, public radio station licensed to Bellevue Community College. KBCS broadcasts with 7900 watts of power and reaches the greater Puget Sound area. In any given week, more than 30,000 people tune in to hear music, news, and cultural affairs programming; everything from great jazz, folk and world music to national news headlines, poetry, storytelling, and interviews with visiting artists and musicians. Everyone on the air at KBCS is a community volunteer. More than 100 people come to the station each week to host programs and help out with behind the scenes activities. Funding for the station comes from listener support, local businesses and foundations, and BCC itself. There are currently more than 2,000 people who contribute funds annually to KBCS and are considered KBCS members.

Television Station

The BCC television station (Channel 28) reaches nearly 200,000 homes in Black Diamond, Kent, Auburn, Kenmore, Bothell, east to North Bend, Bellevue, Redmond, Kirkland, Woodinville, and Issaquah. In addition to the College's telecourses, there is a wide variety of programming, including some programs purchased from PBS and other sources. These are generally documentary in nature and often biographies. Campus events are frequently taped and aired on the College Channel as well. Last Spring, 14 BCC telecourses and two Shoreline Community College telecourses aired. This past summer, the station aired 10 BCC telecourses and one Shoreline Community College telecourse.

Puget Sound Regional Archives

The Puget Sound Branch of the Washington State Archives (PSRA) is located in a facility on BCC's campus. A joint venture with the Secretary of State's Office, the Archives occupies the lower level of the N Building, the College's technology center, a structure completed in 1998. Before moving to BCC, PSRA was located in a facility that it had long since outgrown, the only occupied building of an abandoned junior high school in the north clear zone of SeaTac International Airport. In addition to being a climate-controlled, state-of-the-art archival facility, the PSRA is provided with much-needed expansion space, allowing archival material that had been stored at two off-site locations to be moved to the new location, consolidating the entire collection at one site for the first time in

---

[9] TEACH: Teacher Education and Compensation Helps

several years. Due to the new, brighter, more easily accessible BCC location, the number of on-site research clients has increased by 32 percent. PSRA hosted approximately 1,250 on-site research clients during the 1998-1999 academic year. These clients included BCC faculty, staff and students, as well as researchers from the Puget Sound region, the state of Washington, and across the nation. Co-locating with Bellevue Community College has allowed the Puget Sound Branch, Washington State Archives, to streamline and expand services offered to both local government agencies and the general public. PSRA's move to the BCC campus and cooperation with the BCC community has resulted in better protection of and improved public access to the records in PSRA's custody. These improvements mean that members of the local and extended communities can more easily obtain information about historical events, their rights as citizens, and the operation of their government agencies.

Education/Services Provided at No Charge

The College provides a number of services at no charge. Following is a sampling of those educational and informational services.

The Radiation Therapy program provides numerous continuing education opportunities at no charge to their participating clinical sites.

BCC Professional/Technical programs contributed $7,000 to training materials for 15 career specialists to give the Call to Parents Workshop. Ten Parents' Night Seminars were held in the BCC service area at no cost to the districts or the parents. During these workshops, parents learn how to assist their children with plans to succeed after high school, no matter what their area of interest.

French department faculty offer opportunities for former students and community members, fluent in French, to attend the French conversation groups with no enrollment requirement. During the summer, they meet once per week and during the regular academic year, they meet twice weekly.

Disability Support Services provides training to employers regarding disability law and disability awareness. The Northwest Business Leadership Network, which provides career opportunities for students with disabilities, has collaborated with BCC in this, resulting in presentations to over 200 employees of various firms.

The Career Center offers career planning and job search assistance to our community at no charge. This year, the Center increased its hours of business to 57 hours per week. Volunteer career advisors donated 432 hours of time to the Center this past academic year. Additionally, volunteer workshop instructors donated 181 hours of workshop instruction time and over 1,000 students and community members enrolled in Women's Center classes and workshops this past year. The Career Center serves over 125 employers per week.

The Women's Center/Student Access Center provides free resource advising, helping people to connect with community resources that can meet their needs. The Center also provides free workshops, events, and lectures. Last year, over 1,500 people participated in the Center's broad array of services and over 5,000 people requested information by e-mail or telephone. Almost 400 people each attended the Career Transitions classes and the Life Skills workshops.

Business and Industry Involvement

Bellevue Community College's involvement with business and industry takes many forms, including: participation of the community on the Advisory Committees of the professional and technical programs, provision of specially-delivered Contract Training, and participation of BCC faculty and staff on various business and industry organizations and committees.

Professional/Technical Program Advisory Committees

Professional/technical programs at community and technical colleges in Washington state are required to have an advisory committee that meets at least twice per year to advise and comment on the program. BCC has almost 300 people participating on its various advisory committees, the purpose of which is to maintain connections with the business community and ensure that the College's programs remain current and responsive to employers' needs.

Contract Training

The BCC Contract Training Program is designed to meet the needs of the business community by sending trainers to worksites or setting up customized training situations at one of our sites; customizing courses for clients; offering private training (i.e., only employees from one company are eligible); setting up consortiums so that economies of scale can operate; and offering high quality, cost effective training services. Contract Training is one way Bellevue Community College meets the training needs of the business community. During the 1999-00 academic year, over 150 classes were held in BCC's Contract Training Division. These courses enrolled over 2,000 people and served 33 companies and municipalities, including the Eastside Cities Training Consortium, a group of 28 municipalities that have joined together to partner with BCC in offering business and technology classes to members. The consortium represents approximately 4,400 employees, who are eligible to take classes run by the College just for the consortium. Twenty-two classes are offered in an average quarter. This is an increase of 87 percent over 1997, when just 15 cities participated. Contract Training served 30 other clients, in addition to the clients who are consortium members. Overall, over 2,000 students were served through Contract Training in the 1999-2000 year, about half of them from the Eastside Cities Training Consortium. New training partnerships are being developed every day, bringing just the education and training that organizations need, at just the right time, and just the right place.

Partnerships and Participation of BCC Faculty and Staff in Business and Industry Organizations

It is a priority for BCC employees and programs to be out in our community, providing services and helping to strengthen the educational and economic vitality of our region. BCC's mission statement affirms that we will "meet the changing educational needs of our diverse community" and we will "be a leader and partner in the culture, technology, and business of our Eastside community."[10] Among the organizations in which BCC faculty and staff participate are: the King County Workforce Development Council, including three subcommittees on wage progression and skills gap, worksource systems development, and organizational development; the Bellevue Economic Partnership and the Bellevue Chamber, including a Recruitment and Retention Task Force, which helps with training needs; the Kirkland, Issaquah, Mercer Island Chambers of Commerce; and the University of Washington, Bothell Advisory Board. Other cooperative efforts include:

---

10 BCC Mission statement

- BCC Continuing Education and the BCC Business Division are collaborating on development of curricula designed for human resources specialists and professionals. In developing the curricula, BCC faculty and staff convened an advisory board of human resources professionals.
- BCC's Small Business Development Center (SBDC) provided in-depth management counseling to 63 business owners on the Eastside and worked with approximately 40 people who were trying to get businesses started in 1998-99. New investment totaled $1.3 million and ten new jobs were created by companies who received counseling and guidance through BCC's SBDC.
- BCC's Cisco Regional Networking Academy program, coordinated through Continuing Education, provides teacher training and academic support for 10 Cisco Local Networking Academy programs at area high schools and colleges on the Eastside, including Newport High School, Mt. Si High School, and Lake Washington Technical College. In addition, area employers have collaborated with BCC faculty to identify Cisco program students and graduates for technical internships and full-time employment using Cisco networking skills.
- Earlier this year, BCC Continuing Education began serving as the state liaison for the US West Pathways Program. As an integral part of the existing US West contract agreement, the Pathways program provides tuition assistance and academic guidance for US West employees in 14 western states.
- BCC Workfirst program staff are active members in the Business Partner Committee, whose members include the Department of Social and Health Services, Employment Security, and Lake Washington Technical College. This committee's charge is to strengthen relationships with business and industry, assist in skills gap training, provide employment opportunities for Workfirst clients and assist employers in identifying employees to fill high demand, vacant positions.

BCC Enterprises: The Business Side of Higher Education

With an annual budget in excess of $60 million, over 2,000 employees, and over 20,000 students per quarter and about 35,000 students annually, BCC qualifies as a large business enterprise or even as a small municipality. Accordingly, the College provides many services, in order to make the educational experiences of our students and the working environment for our faculty and staff convenient and productive. Among these are: campus stores, which runs an office supplies "store" for the College, stocking frequently used and on-order items, purchased from local providers; the BCC Bookstore, which provides all textbooks and classroom supplies, as well as sundries and personal items for students, faculty, and staff; BCC Food Services, which provides 4,500 meals per day, 22,500 meals per week, and 270,000 per quarter from 6:30 AM to 8:50 PM Monday through Friday; BCC Student Union which provides and receives revenue from video games, vending machines, and BCC-owned telephones; and BCC Printing Services, which provides full-service printing at market rate prices for BCC departments, students, faculty, and staff (Table 2). Proceeds generated by BCC Enterprises are invested back into the College to further support student needs.

Table 2: BCC Enterprises Sales and Volume of Business, 1998-99

BCC Enterprise	1998-99 Sales	1998-99 Volume
BCC Campus Stores	$324,367	2,272 employees
BCC Bookstore	$3,541,853	117,452 customers 47,627 textbooks sold
BCC Food Services	$832,480	900,000+ meals served per year
BCC Student Union	$75,952	20,000 students/qtr.
BCC Printing Services	$1,134,903	13,000,000+ copies

Source: BCC Budget Office

Immeasurable Impacts

"the Young Scientists' Celebration at Stevenson Elementary [was] one of the most remarkable days we have ever had at the school. It is rare to see the children so excited about learning. We all had a blast! I can't recall seeing the children so engaged....Suffice it to say that everyone got caught up in the spirit of the day – and that is what made it a Celebration we will remember. Science is cool – but only because cool scientists like you make it so!"

-Mike Olsson, PRISM volunteer, Stevenson Elementary

There are many intangible activities in which BCC employees and students engage that cannot really be measured, but are nevertheless important to our community. This section of the report provides a glimpse of the variety and extent of these, so that a more well-rounded picture of institutional contributions can be visualized.

Community Service of BCC Students, Faculty and Staff

Each quarter, Delta Epsilon Chi, a student organization associated with the BCC Marketing program in our Business Division, donates enough food to provide lunch for approximately 600 people to the Union Gospel Mission. They also donate personal hygiene packs to the Mission, including such items as soap, shampoo, lotion, razors, toothbrushes and toothpaste. Approximately 200 packs are donated each quarter. Each Fall quarter, the students adopt a family for the holidays and this past Fall, they held a canned food drive, donating what they received to a local food bank. This past Spring quarter, five of the students volunteered to help run an auction for the French-American School, a private school which relies on fundraising for its operations.

The BCC Holiday Giving Tree is an annual event where BCC Head Start families are sponsored by the College. This past year, five families with five adults and 14 children (ages 1 ½ to 21 years) were sponsored. The family members submit "wish lists" and they are placed individually on a tree where

staff can see the age and gender of the recipient, plus what they asked for. A wide variety of items are given and all wish lists have always been filled, with monetary contributions left over. The monetary value of the donations is in excess of $1,000.

Students from the Nursing program are regularly out in the community. Among their activities in the 1998-99 year were observations at a childcare center and administration of a child development screening. The results of this were provided to the director of the childcare center. Nursing students also worked with 30 students from Sammamish High School who observed growth and development, play, and interaction with others at all four Childhaven sites.

Support for the Expanding Your Horizons program has been provided by BCC for a number of years. This is a program to stimulate interest in science and technology for middle/high school girls. BCC donates the use of our facilities and equipment for two days. Administrative and classified staff donate staff time to the organization and coordination of this program.

BCC held an Internet Physics Olympiad in April, involving 16 high school physics students who were paired in teams with students in Russia. The top three teams received electronic equipment for their high school physics labs, courtesy of the Fluke Corporation.

The BCC Science Division is in its third year of collaboration with Stevenson Elementary School (Bellevue Public Schools). On-going efforts have included: projects around critical thinking and information literacy, cosmology, earth science, biochemistry, physics, microbiology, and nutrition. On May 10 of this past year, nine faculty participated in a "Young Scientists' Celebration," which included hands-on workshops with the students in several of these areas.

The BCC Science Division delivered a "Science Show" at Sunny Hills Elementary (Issaquah School District). Included in this were Biology, Geology, and Chemistry topics, all appropriately produced to appeal to third graders. Science faculty also traveled to Poulsbo for the Vinland Elementary Science Fair where they served as judges. One faculty member also gave a talk on cells to seventh graders at Tillicum Middle School, to be followed later by an exploration of the heart and vascular system.

BCC partners with the Bellevue Regional Library, conducting demonstrations in the visual, literary, and performing arts one day each month.

Earlier in this report, the monetary contribution of BCC's international students was recognized. Another critical contribution the international students make is toward the cultural diversity, not only of BCC, but of the larger community. The homestay program for the intensive English language course of study places up to 150 students annually with families in the community. They enrich the lives of their host families and are further enriched themselves by being part of a real American family. Well over a thousand Eastside families have participated in homestays and most do it for the cultural experience, even though they are remunerated. A large number of these families have visited their international adopted family in their home countries and marvel at the warm reception they receive and the life-long relationships they make around the world. International students in the classroom reflect the international mix in our surrounding businesses/workplaces, and local American students benefit from International students in the classroom by having the opportunity to learn about other parts of the world from people who live there, increasing understanding of diverse cultures. Long-lasting friendships, developed in college, reward people's lives, and may even provide future business relationships.

The Conversation Partners Program matches students studying foreign languages with international students who speak the language. Sixty to 80 students participate per quarter, and these exchanges of tutoring have led to friendships where the American students have then visited the home countries of their partners and studied and stayed with the families of their "partner." In addition to this, service learning classes and other activities at BCC use volunteer projects to get the students involved in the community. Finally, BCC sends nearly 100 Japanese International Business Program students per year into the community through unpaid internships with both profit and non-profit firms. This provides a two-way cultural learning opportunity for everyone involved.

The Parent Education program stresses not just what happened last year; but rather the seeds that are planted that sometimes bloom much later. Many of the parents who participate in this program go on to be PTA leaders, possibly because the leadership component provides training and opportunities to lead that give people experience and self-confidence. When it's time to volunteer for K-12 helping opportunities, often BCC Parent Education program participants are ready to take on these tasks. There are many other benefits to the program as well. One preschool on Mercer Island visits a nursing home once a month where the intergenerational mix is very successful. Another class from Mercer Island helped clean up a local park and got the residents to clean up after their dogs when they walk them. Each parent education site tries to give back some form of thanks to its own community, from helping the facility they rent, to helping the poor during Holidays. The program always has a very large gift basket-giving program at the holidays.

Being a Good Neighbor

Mindful of the fact that we are a large public entity, with residential areas on several sides, the College is particularly concerned with being a good neighbor to our most immediate neighbors, those people whose property is contiguous to College property. Examples of this include installation of a water diversion berm along Snoqualmie River Road to prevent any runoff water from reaching the condominiums located immediately adjacent, but below the elevation of the road, and the screening and landscaping on the south side of Parking Lot 9 that will buffer the residents immediately adjacent from the activity of construction and sounds of operation (children's playgrounds) from the new Early Childhood Learning Center.

I. Introduction

> *"Education is not the filling of a pail, but the lighting of a fire."*
>
> *-William Butler Yeats*

If asked, few people would question the statement that the presence of an institution of higher education enhances the community in which it is located. It is almost a visceral reaction that, naturally, ***anyone*** would wish to have a college located in their area. But beyond this immediate, feel-good statement is the more meaningful question of "Why?" **Why** is it good and what does a college, particularly a community college, do for a community? What impact does it really have?

Bellevue Community College began in 1966, under the jurisdiction of the Bellevue School District. From our initial 523 students, we have grown to serve 35,000 students per year at nearly 90 sites. BCC prides itself on its responsiveness to community needs, adding programs in locations most convenient to our students. We take great pride in the quality of the education and training we provide as well. First-rate faculty and staff come together to serve students who range in abilities from those who cannot yet speak English to those who are at the top of their high school graduating class and will leave BCC to go on to a four-year institution. BCC is a thoughtful institution, continually examining its educational efforts in order to improve and expand to benefit the citizens of our community. The purpose of this Community Impact Study is to establish, by quantitative and qualitative measures, just how valuable BCC is, to both our immediate community, and the larger surrounding area.

Numerous studies have been done, attempting to establish the economic impact of a college or university on its community.[11] These studies include the application of a multiplier effect for the institution's expenditures, such that for every dollar spent a certain number of dollars are "recreated" in the community. These multipliers range from less than 1.0 to 2.0, in higher education. Despite the precedence of these studies, Bellevue Community College chose not to conduct a true economic impact study for two reasons: a highly-regarded local economist feels strongly that it is an inappropriate use of this technique, and an extensive review of the literature on these studies by two other economists supports the first recommendation. Instead, we have constructed a ***Community Impact Study***, containing many of the elements of an economic impact study, but stopping short of claiming responsibility for "regenerated dollars" using a multiplier. Interestingly enough, in the report from one of the community colleges that *did* choose to utilize a multiplier in an economic impact study, they state that, "Its greatest value [the community college] is the payback in an educated and financially successful citizenry, who in turn pay taxes and contribute in many significant ways to the regional economy."[12]

---

11 Examples include Sinclair Community College, Portland State University, and Portland Community College.

12 Portland Community College, Economic Impact Study

The literature review and analysis, which argues against using true economic impact analysis for certain institutions of higher education, talks about two types of local economic impacts.[13] There are "short-term expenditure impacts on the host economy and long-term knowledge impacts on the labor force and industrial vitality of the local area." They further state that "colleges in large communities serving a primarily local market have high knowledge impacts and low expenditure impacts."[14] **Bellevue Community College is a high knowledge impact institution.**

BCC enrolls students from outside the College' service area and, indeed, from outside the state and the nation. To the extent that these are "imported people," spending their tuition dollars at BCC, instead of another area community college, and likely purchasing products and services in the local community, then BCC does possess that level of economic impact. The grant and contract funding which comes from outside our service area also is contained in the economic impact equation, as it is money that comes from outside the area and, in the absence of the College, would (presumably) not be available.

In the review of economic impact studies in higher education, the authors argue strongly that "enhanced human capital" is certainly the business and the ultimate effect of higher education. "College students receive knowledge and greater technical ability. This increase in their human capital translates into higher productivity and greater earnings for themselves with multiplied financial impacts on the community. Increases in knowledge also have great benefits for the general society as well…Some of the benefits commonly cited are a better functioning democratic process stemming from greater voter literacy, more enlightened citizens who make society a more pleasant place to live, better government services to the community, more rapid technological growth, improved community sanitation techniques and facilities, reduced crime rates, and reduced fire hazards. Labor economists have pointed out that colleges also provide a valuable screening and signaling function for employers. By testing and grading students, colleges reduce the search costs of employers."[15] These are among some of the more difficult benefits to quantify, and to attribute to any one institution.

The Bellevue Community College Community Impact Study demonstrates in a concrete and quantifiable way the contributions the College makes to our local community (known as our service area), King County, and, in some cases, Washington state. The study also portrays the more intangible aspects of the College, which have great value, but are less easily quantified.

The successful completion of this report was based on the cooperative effort of literally all BCC administrative units. A vast array of data has been assembled and it is through the cooperation of College employees that this took place. In an attempt to make the data as comparable as possible, staff were asked to provide figures for the 1998-99 academic year. In some cases, this was not possible and the 1999-00 year was used. It is expected that the effects of this are negligible in terms of comparability.

This study was conducted by the Office of Institutional Research. Comments and questions should be directed to Valerie Hodge, Director, (425) 564-3152.

---

13 "The Local Economic Impact of Higher Education: An Overview of Methods and Practice," Kevin Stokes and Paul Coomes, AIR Professional File, Number 67, Spring, 1998.
14 Ibid, pg. 1
15 Ibid, pg.2

II. Bellevue Community College and Its Place in the Larger Community

Bellevue Community College Mission Statement

The mission of Bellevue Community College is to:

- provide an academic environment which encourages students to become responsible, analytical, creative, and productive citizens;
- provide accessible services and educational programs that reflect excellence;
- meet the changing educational needs of our diverse community;
- promote pluralism within our multicultural society; and
- be a leader and partner in the culture, technology, and business of our Eastside community.

Bellevue Community College was founded in 1966. In 1967, with the passage of the Community College Act of 1967, it became District VIII of the state system of community colleges, serving the public school districts of Bellevue, Mercer Island, Issaquah, Snoqualmie Valley, Lake Washington, Riverview, and Skykomish, an area of approximately 817 square miles with a population of almost 400,000, and including all or parts of the cities of Bellevue, Issaquah, Kirkland, Redmond, Medina, Sammamish, Snoqualmie, North Bend, Skykomish, Mercer Island, Clyde Hill, Hunts Point, and Yarrow Point.

With the opening of Cascadia Community College in Fall, 2000, the Lake Washington and Riverview school districts are no longer officially a part of the BCC service area; however, the College will continue to serve any Washington resident, regardless of residential location, and it is expected that many residents from these two areas will continue to enroll at BCC. This will occur due to the geography of the region, which, from some locations, makes it easier to get to BCC than another college, and the inertia resulting from the 30-year history of BCC's existence. A list of zip code areas, which are included in the new BCC service area, may be found in Table II-1. This list is followed by a map showing the school district boundaries for those districts remaining in the BCC service area. (Figure II-1)

Table II-1: BCC Service Area by Zip Code

Bellevue	98004, 98005, 98006, 98007, 98008, 98009*	North Bend	98045
		Preston	98050
Issaquah	98027, 98029		
		Renton	98059
Medina	98039	Skykomish	98288
Hobart	98025	Snoqualmie Pass	98068
Mercer Island	98040	Snoqualmie	98065

* *Zip code reserved for PO boxes*

The BCC campus was built in three main stages: in 1969, 1972, and 1975. Numerous additions to the campus facilities were constructed in the 1990's. A new facility for campus operations has just been completed and a new classroom/office building (the largest of all the buildings on campus) is currently under construction, with anticipated opening in Fall, 2001. A new and expanded childcare center is also under construction, with opening scheduled for Spring, 2001. In all, the College campus consists of 96 acres of land and over 500,000 square feet of facilities. In addition, another 50,000 square feet of facilities was leased off-campus in 1998-99.

Demographics of the BCC Service Area

The new BCC service area (post-Cascadia Community College) consists of 251, 566 people, 104,286 housing units, and 97, 931 households. Table II-2 includes the pre-Cascadia Community College zip codes, as that was the only data available at this time. This "employment service area" includes 17,861 employers, employment of over 300,000, and an average income of $55,169 when the software companies are included, with an average income of $35,222 when the software companies are excluded.

Table II-2: Bellevue Community College Service Area Employment, 1998

Industry	# Employers	Employment	Total Wages	Average Wage
Agriculture	409	2,901	$67,712,406	$23,341
Mining	6	205	$9,981,603	$48,691
Construction	1,964	16,748	$651,172,117	$38,881
Manufacturing	729	31,291	$1,496,935,383	$47,839
Transportation & Utilities	481	17,256	$999,500,786	$57,922
Wholesale Trade	2,315	20,879	$1,078,876,823	$51,673
Retail Trade	2,446	80,826	$1,836,498,877	$22,722
Finance, Insurance, Real Estate	1,852	20,984	$997,364,006	$47,530
Services	7,537	98,994	$9,284,284,261	$93,786
Government	76	17,373	$540,929,515	$31,136
Unknown	46	42	$1,048,371	$24,961
Total	17,861	307,499	$16,964,304,148	$55,169
Total without Software	17,030	279,002	$9,827,092,508	$35,222

All jobs covered by unemployment insurance are included. Major exclusions include self-employed, sole proprietors, 100% sales commission agents such as most insurance and real estate agents, the military, work study students, casual labor, and unpaid family workers. Most corporate officers are also exempted.

Source: Employment Security

Residence of BCC Students and Employees

In Fall, 1999, 65 percent of our students resided in the BCC service area. With the addition of Cascadia Community College, 2,612 of those students (23% of the previous total) now reside outside the BCC service area. The top ten zip codes for both state and contract students (essentially credit students) and all students (including continuing education students) may be found in Tables II-3 and II-4.

Table II-3: Residence Zip Codes of State and Contract Students Top Ten Zip Codes , Fall 1999

Zip Code	1999	Percent of Total
98007	894	7.6%
98006	886	7.5%
98052	853	7.2%
98008	558	4.7%
98027	551	4.7%
98034	544	4.6%
98053	528	4.5%
98029	490	4.1%
98033	479	4.1%
98004	410	3.5%

Source: SBCTC Data Warehouse

Table II-4: Residence Zip Codes of All Students Top Ten Zip Codes, Fall 1999

Zip Code	1999	Percent of Total
98052	1,508	7.8%
98006	1,504	7.8%
98007	1,330	6.9%
98027	892	4.6%
98008	887	4.6%
98004	835	4.3%
98053	826	4.3%
98033	815	4.2%
98034	815	4.2%
98029	727	3.7%

Source: SBCTC Data Warehouse

In the 1998-99 academic year, over 50 percent of the College's employees were residents of the BCC service area, with over 90 percent living in King County (Table II-5).

Table II-5: Zip Code Residence of BCC Employees

Area of Residence	Number of Employees	Percent of Total
98004	66	2.9%
98005	74	3.3%
98006	156	6.9%
98007	141	6.2%
98008	126	5.5%
98009	4	0.2%
98014	9	0.4%
98015	5	0.2%
98019	10	0.4%
98024	9	0.4%
98025	1	0.0%
98027	107	4.7%
98033	72	3.2%
98034	71	3.1%
98039	5	0.2%
98040	58	2.6%
98045	34	1.5%
98052	133	5.9%
98053	62	2.7%
98059	29	1.3%
98065	13	0.6%
98073	2	0.1%
98083	5	0.2%
BCC Old Service Area Total	1,192	52.5%
BCC New Service Area Total	847	37.3%
King County	2,095	92.2%
Central Puget Sound	2,239	98.5%
Total Employees	2,272	100%
Source: BCC Human Resources		

Facilities

In its 96 acres and 500,000 square feet of buildings, BCC possesses numerous venues, which are available to the community, often at a nominal charge or no charge at all. Among these facilities are: classrooms, parking lots, Robinswood Elementary (prior to its being retaken by the Bellevue School District), the Carlson Theatre, gym, student union/café/cafeteria, and the baseball, soccer, and track fields.

In 1998-1999, there were 347 separate uses of BCC facilities for non-BCC functions. The number of days for each function ranged from 1 to 86 days each. At least 52,506 people attended these functions; however, since the numbers of participants were not recorded in all cases, the numbers are substantially underestimated. These facilities were used by 220 different organizations, for a total of 5,499 hours (Table II-6). Facilities' use brought in $82,031 in revenue to the College. Facilities

were used for a total of 1,235 days, divided roughly in half between weekends and weekdays. Over 150 different types of activities occurred, with sports being the largest hourly user (1,119 hours), followed by classes and lectures (807 hours) and the theatre (523 hours). Classrooms saw the heaviest daily use (503 days), followed by the baseball field (121 days) and the theatre and the gym (104 and 100 days, respectively) (Table II-7). Eighty-seven different classrooms were utilized.

Table II-6: Organizational Use of BCC Facilities, 1998-99

Type of Organization	# Hours Used
Business	1,348
School or School-Related Organization	1,153
Club or Club-Related	1,098
Religious Organization	737
Government	466
Health-Related Organization	173
Cultural Organization	171
Other/Unknown	353
Total	5,499

Source: BCC Campus Operations

Table II-7: Facilities Used by Quantity of Days Used

Facility Type	# of Days Used
Classroom	503
Baseball Field	121
Theater	104
Gym	100
Other/Unknown	79
Track Field	71
Parking Lot	62
Soccer Field	53
Robinswood	42
Classroom/Theater	38
Student Union & Café	32
Classroom/Other	13
Classroom/Student Union & Café	13
Behind fountain	1
Classroom/Gym	1
Garden Room	1
Student Union	1
Total	1,235

Sites of services

BCC provided educational services at nearly 90 sites in the 1999-2000 academic year. These sites are located throughout the BCC service area and also include clinical sites utilized by the students in the Health Sciences programs for their practicums at hospitals, clinics, and physician's private practices. A full listing of the sites is included as Table IX-4 on page 74.

III. Short-term Community Impacts

BCC's presence in the community creates several short-term economic impacts including: the revenues and expenditures of the College itself, expenditures made in the community by College employees, student expenditures in the community, and educational expenditure savings provided by the College to students.

College Revenues

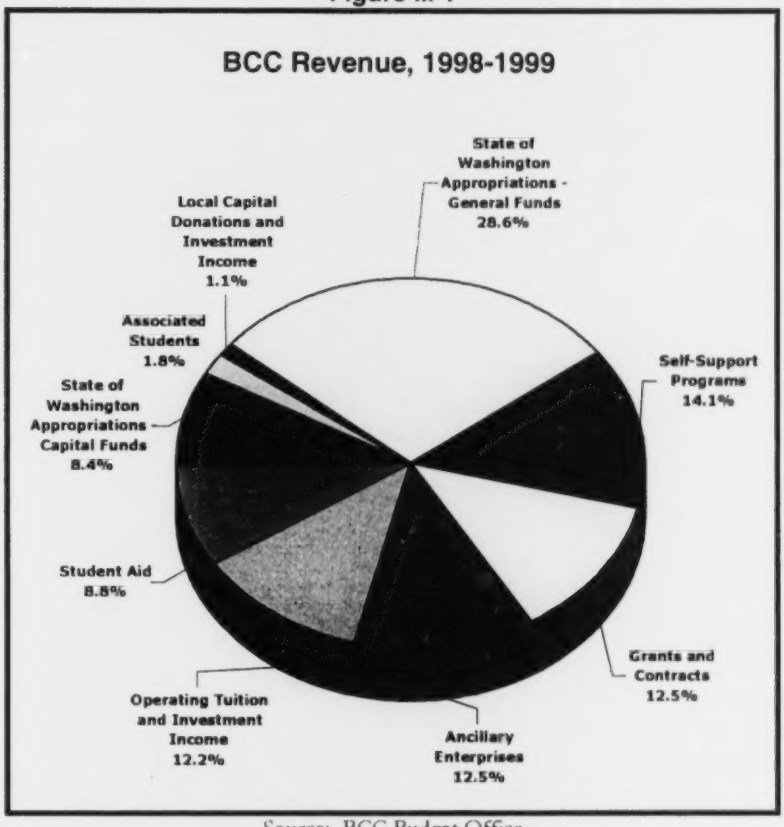
Unlike many states, where community college funding is based on local property taxes, and where the local community is itself funding the community colleges, there is no local property tax to support community colleges in Washington State. The funding from the taxpayers of Washington State, which BCC receives, comes from the state general fund and from the state's capital fund (in the case of construction dollars). Because of this situation, to each individual community on its own the state funding is, to an extent, "external." In the 1998-99 fiscal year, 28.6 percent of College revenue was derived from the state general fund. The next largest proportion came from self-support programs (Continuing Education and International Students) and then equal amounts from grants and contracts and the College's ancillary enterprises (food services, bookstore, etc.)

Table III-1: Bellevue Community College
Actual Resources, 1998-99

Revenue Source	Amount	% of Total
State of Washington Appropriations - General Funds	17,997,210	28.6%
Self-Support Programs	8,906,211	14.1%
Grants and Contracts	7,866,936	12.5%
Ancillary Enterprises	7,851,970	12.5%
Operating Tuition and Investment Income	7,656,948	12.2%
Student Aid	5,549,092	8.8%
State of Washington Appropriations - Capital Funds	5,298,632	8.4%
Associated Students	1,130,232	1.8%
Local Capital Donations and Investment Income	708,995	1.1%
Total Actual Resources	62,966,226	100.0%

Source: BCC Budget Office

Figure III-1


BCC Revenue, 1998-1999
State of Washington Appropriations - General Funds 28.6%
Local Capital Donations and Investment Income 1.1%
Associated Students 1.8%
State of Washington Appropriations Capital Funds 8.4%
Self-Support Programs 14.1%
Student Aid 8.8%
Grants and Contracts 12.5%
Operating Tuition and Investment Income 12.2%
Ancillary Enterprises 12.5%

Source: BCC Budget Office

The College has a very active grants office that has been extraordinarily successful in obtaining outside funding so that BCC can continue to provide the leading edge programs that our community has come to expect. In the 1999-00 academic year, BCC received over $5,000,000 in funded grants which served over 150,000 people (Table III-2). Nearly half of this was from the federal government and 97 percent of it came from outside the BCC service area.

BEST COPY AVAILABLE

Table III-2: Summary of Grant Funds Received by BCC in 1999-2000

Type of Grant	Number of People Served	Grant Amount
Arts	4,500	$33,500
Radio listeners	40,000	$15,500
Arts	NA	$2,250
Radio listeners	30,000	$1,165
Childcare facility	1,400	$66,677
Childcare	**90**	**$78,248**
Career Transition Programs	700	$21,500
Head Start	18	$7,481
English as a Second Language (ESL)	40	$24,543
Adult Basic Education/ESL	**1,500**	**$52,261**
Workplace Basics	**100**	**$29,550**
Pre-employment Training	**500**	**$99,012**
Pre-employment ESL	**72**	**$183,692**
Workfirst	**1,043**	**$109,000**
Worker Retraining	**660**	**$1,163,000**
Low income students professional/technical training	**14,600**	**$166,500**
Information Technology Workers	**400**	**$16,000**
Improve Job Demand Forecasting	**NA**	**$25,000**
High Technology Program Enrollment	**600**	**$920,000**
Career Education Publications	**60,330**	**$50,000**
Professional/Technical Prog Information for our Community	**NA**	**$10,000**
Review Professional/Technical Programs	**NA**	**$8,800**
Expand High Demand Media Program	**270**	**$99,472**
E-commerce Degree Program	**90**	**$139,908**
Women's Healthcare	**500**	**$22,368**
National Science Foundation	**NA***	**$2,499,980**
Running Start Scholarships	**44**	**$15,000**
Total	157,457	$5,782,159
Total Revenue from Outside the BCC Service Area		$5,609,543
Percent of Revenue from Outside the BCC Service Area		97%
Amount of Revenue from Federal Sources		$2,757,480
Percent of Revenue from Federal Sources		48%

Items in bold face indicate revenue coming from outside the BCC service area.

*The efforts from these grant funds will serve thousands of students locally, regionally, and nationally.

Source: BCC Development Office

Total Expenditures

The various expenditure categories related to community impact are: college expenditures, employee expenditures, and student expenditures. The details for each of these are included below. The total expenditures for these three combined is $51,030,523. This includes BCC expenditures in Washington state with salaries and benefits removed in order not to count them twice (expenditure amount: $1,149,950), employee expenditures which include just those employees who live in the BCC service area (expenditure amount: $6,577,158), student expenditures of $33,535,215 (those which would be lost if BCC were not here), and international student expenditures (very conservatively estimated) of $9,768,200.

The State Board for Community and Technical Colleges is currently completing an economic impact study of the system of community and technical colleges in Washington State. In that study, a multiplier of 2.13 is used. If used at BCC, based on our employment of 2,272, another 2,567 jobs in the community would be attributed to BCC's presence. If the multiplier were applied to the $51,030,523 in expenditures, the resulting "regenerated" dollar effect would be $57,664,491. Because this is a statewide study, the particular multiplier used is very likely not applicable to a local community college such as BCC. If one were to use a multiplier, and as stated previously, BCC has chosen not to do so, it would likely be in the range of 1.5 to 1.75, not 2.13.

College Expenditures

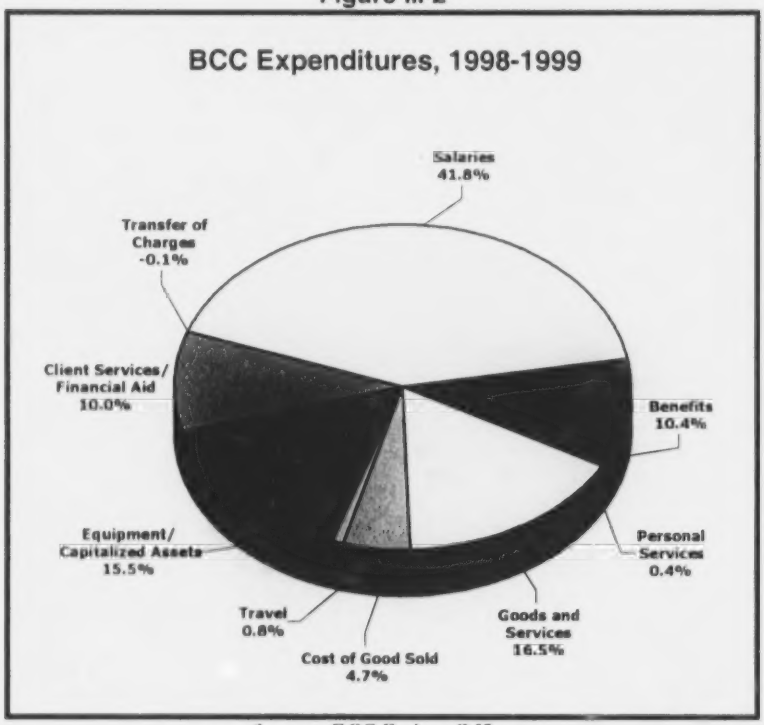
The College expended nearly $61 million in the 1998-99 year (Table III-3, Figure III-2). As with most organizations, the largest portion of those expenditures (42%) was for salaries of faculty and staff. When combined with the benefits of employees, this area accounts for over half of the College's expenditures.

Table III-3: BCC Actual Expenditures, 1998-99

Expenditure Category	Amount	% of Total
Salaries	25,435,123	41.8%
Benefits	6,316,517	10.4%
Personal Services	269,838	0.4%
Goods and Services	10,032,647	16.5%
Cost of Good Sold	2,885,135	4.7%
Travel	491,132	0.8%
Equipment/Capitalized Assets	9,460,812	15.5%
Client Services/Financial Aid	6,066,689	10.0%
Transfer of Charges	(69,189)	-0.1%
Total Actual Expenditures	60,888,704	100.0%

Source: BCC Budget Office

Figure III-2



Source: BCC Budget Office

In 1998-99, the College spent $43,284,816 on goods and services. A little over $53,000 was spent in the BCC service area, with $129,628 spent in King County; $173,348 spent in Puget Sound; and $793,528 spent elsewhere in Washington State, for a total of $1,149,950 spent in Washington State. It is extremely difficult to isolate these expenses, as companies we might think of as local receive their payments at an address outside the BCC service area or even outside the state. This is an additional reason for not attempting to develop multipliers.

Employee Expenditures

Nationally, about 69 percent of employee gross pay is reflected in net pay. This is, in fact, the case with BCC employees as well (Table III-4). The College paid $25,117,887 in gross pay in the 1999 calendar year, with $17,548,696 in net pay to those employees. Of this net pay, $6,742,254 (38 %) was paid to employees who live in the BCC service area. An additional nearly $9 million was paid to employees living in King County, but outside the BCC service area, and over $1 million more was paid to employees living outside King County, but still remaining in Central Puget Sound. While it is not possible to determine exactly where employees spend their money, it is likely that for those who live in the BCC service area, most of it is spent there and for those who do not live in the BCC service area, another good portion is spent on goods and services in the BCC service area due to the convenience of shopping or car maintenance, etc. in and around the work day.

BEST COPY AVAILABLE

Table III-4: BCC Employee Pay by Zip Code
1999 Calendar Year

BCC Service Area	Gross Pay	Net Pay
98004	$585,269.51	$399,313.09
98005	$1,085,457.48	$707,683.61
98006	$1,762,362.56	$1,216,316.62
98007	$1,196,271.58	$894,303.30
98008	$1,302,721.59	$906,909.83
98009	$8,688.20	$7,536.35
98025	$189.00	$174.22
98027	$1,162,861.83	$806,420.31
98029	$471,299.26	$337,303.92
98039	$118,768.25	$75,635.33
98040	$788,152.84	$548,116.11
98045	$615,118.58	$427,017.39
98050	$21,996.22	$17,404.46
98059	$272,638.29	$185,619.87
98065	$61,910.50	$47,577.58
98074	$142,624.58	$98,859.16
98075	$101,539.33	$66,063.14
BCC Service Area Total	$9,697,869.60	$6,742,254.29
Percent from the Service Area	39%	38%
King County, excluding the BCC Service Area	$12,654,364.70	$8,887,626.03
Pierce/Snohomish Counties Total	$1,970,117.01	$1,373,544.25
Rest of Washington State Total	$560,839.80	$397,784.37
Outside Washington State Total	$234,695.50	$147,486.82
Total Employee Pay, All Areas	$25,117,886.61	$17,548,695.76

Source: BCC Payroll Office

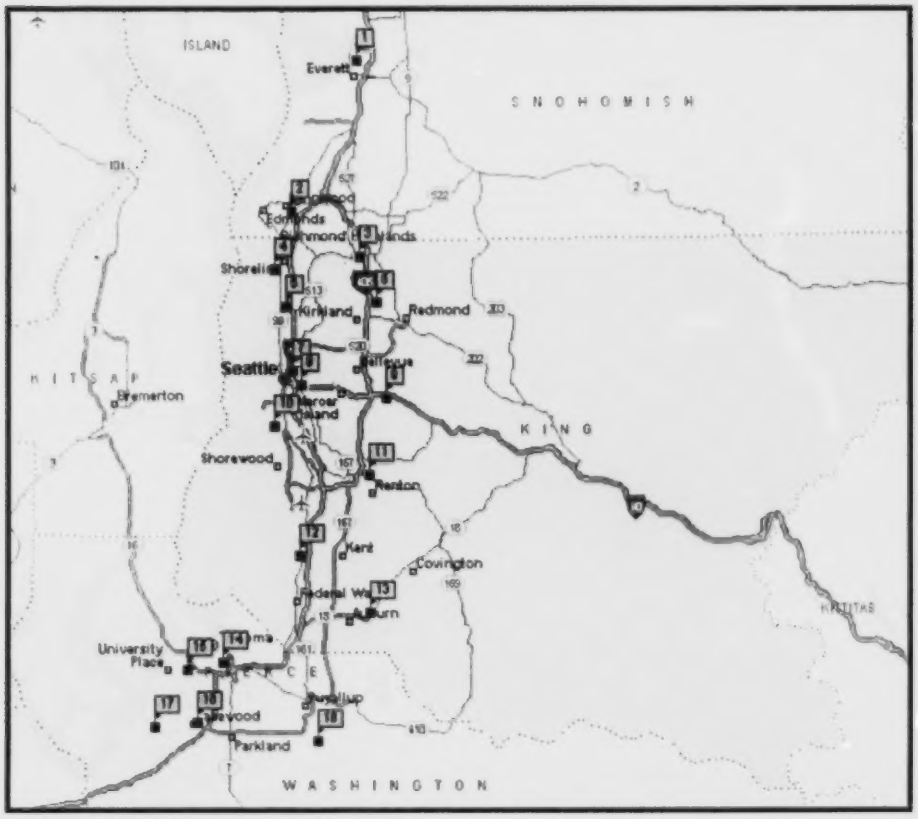
Student Expenditures

Local student spending is particularly important if the students would have left the area or not attended college if BCC were not here. If BCC were not available to them, students would have to go west, north, or south of Lake Washington to go to a community college, where they could remain in the County, but not the BCC community service area. If they went north of the College, they would have to go right to the Snohomish County line to attend another community college, the next closest one being the newest in the system, Cascadia Community College. The closest college to BCC is Seattle Central Community College, just 11 miles away, but across Lake Washington (Figure III-3). Cascadia is about 16 miles from BCC, as is South Seattle Community College. The next closest college is North Seattle (17 miles) and all of the others in King County are 20+ miles from BCC. Lake Washington and Renton technical colleges are each about 10-12 miles from the College,

but their mix of programs is such that attendance at BCC or one of the technical colleges is not interchangeable. Since there are seven other community and two technical colleges in King County, if BCC did not exist, students would either attend another area community college, outside of the BCC community, or forego attending college. If the students would actually relocate due to the absence of BCC, their spending in the community represents an addition to the local economy. If the students would continue to live in the BCC community, yet commute to attend a community college, expenditures they make daily would be subtracted from the local economy. If students, in the absence of BCC, would neither relocate nor attend a community college, then this is a loss in long-term economic impact generated by the knowledge impact they would have in the local (and non-local) economy.

In the 1998-99 academic year, it is estimated that BCC students spent over $48 million in the local BCC community (Table III-5). If BCC did not exist, there would potentially be $33,535,215 subtracted from the local economy from expenditures students now make that they would make elsewhere. This is derived from the community expenditures which service area and non-service area students make currently (Table II-6).

Figure III-3



BEST COPY AVAILABLE

Table III-5: Distance of Community and Technical Colleges in King, Snohomish, and Pierce Counties from BCC

Map#	Community or Technical College	Miles from Bellevue Community College
1	Everett Community College	29.2 direct, 34.3 by road
2	Edmonds Community College	18.2 direct, 26.7 by road
3	Cascadia Community College	12.5 direct, 16.4 by road
4	Shoreline Community College	14.6 direct, 21.9 by road
5	Lake Washington Technical College	8.3 direct, 11.9 by road
6	North Seattle Community College	11.6 direct, 17.4 by road
7	Seattle Central Community College	8.6 direct, 10.8 by road
8	Seattle Vocational Institute	7.5 direct, 10.1 by road
9	Bellevue Community College	0.0 direct, 0.0 by road
10	South Seattle Community College	10.1 direct, 16.6 by road
11	Renton Technical College	6.9 direct, 10.0 by road
12	Highline Community College	15.6 direct, 20.0 by road
13	Green River Community College	18.7 direct, 26.1 by road
14	Bates Technical College	27.0 direct, 36.2 by road
15	Tacoma Community College	29.1 direct, 39.7 by road
16	Clover Park Technical College	32.5 direct, 41.2 by road
17	Pierce College – Fort Steilacoom	35.2 direct, 44.6 by road
18	Pierce College – Puyallup	30.2 direct, 35.5 by road

Source: MapPoint

Table III-6: Community Expenditures of BCC Students, 1998-99 Academic Year

Students From the BCC Service Area	
Students from BCC Service Area	7,737
Individual Student Monthly Community Expenditures	$532*
Total Monthly Student Community Expenditures	$4,116,084
Total 9-Month Student Community Expenditures	$37,044,756
Students From Outside the BCC Service Area	
Students from Outside the BCC Service Area	4,092
Individual Student Monthly Community Expenditures	$315**
Total Monthly Student Community Expenditures	$1,288,980
Total 9-Month Student Community Expenditures	$11,600,820
Total Student Expenditures	$48,645,576
Possible Pattern of Current Student Expenditures If BCC Did Not Exist	
Service Area Students Who Don't Relocate and go to College Elsewhere, 9-Month Expenditure Loss	$21,934,395
Non-Service Area Students Who go to College Elsewhere, 9-Month Expenditure Loss	$11,600,820
Total 9-Month Expenditure Loss	$33,535,215
Service Area Students Who Don't Relocate and Don't go to College Elsewhere, 9-Month Expenditure Loss	$0 monetary, large knowledge impact loss

*This excludes tuition and books and supplies, which would normally be purchased at BCC.
**This excludes the rent/utilities category that, for students residing outside our service area, would presumably be spent outside as well. (Source: BCC Financial Aid Office)

In addition to our resident students, BCC has a large population of international students (close to 500 per quarter), enrolled for English language courses or, for those whose English skills are at a higher level, for regular credit classes. The economic contribution these students make comes not only from outside the BCC service area, but from outside the United States. In the 1999-00 academic year, international students taking credit courses spent an estimated $6,768,200 in our community. This includes living expenses and all other expenses, but excludes tuition, which in this study is included under the College revenue category. Also excluded from this are expenditures international students might make for automobiles and expenses related to the cost of those automobiles. For the students enrolled at BCC in our intensive English language program, the economic contribution to the community is estimated at $3 million, also excluding tuition. The total expenditures then for all International Students were $9,768,200. For Washington State as a whole, the financial contribution of International Students was $201,890,979, based on a total of 11,057 students.

An important clarification with regard to international students' expenditures is that the College really has no way of documenting these expenditures beyond what they are required to bring to this country. They are required to prove that they possess the estimated living expenses of $17,200 plus tuition and books and supplies per year. What they actually spend for travel, entertainment, clothing, and gifts is estimated to be vastly beyond what is included in the $17,200, in many cases double that amount, but absent documentation, those expenditures cannot be included here. Examples of this include: 99 percent of the students buy computers once they arrive, 90 percent purchase automobiles (with the associated insurance and maintenance expenditures), and these students travel extensively, as an integral part of the American educational experience.

Student Expenditure Savings

A primary method for BCC to contribute to the short-term economic benefit of our students is to save them money while they are in attendance. The College accomplishes this in several ways, including: being less expensive in terms of tuition and fees than a four-year institution; providing federal, state, and local financial aid; waiving tuition for specific populations; provision of free classes; dual credit classes; on-site childcare; and continuing education classes, offered at very competitive rates.

BCC Attendance as the First Half of the Baccalaureate Degree

One of the common ways in which students can attain a Baccalaureate degree in Washington State at a reduced cost is to attend a community college for the first two years and then transfer to one of the four-year institutions. Many BCC students transfer to the University of Washington, because of its reputation and its proximity to BCC. At any one time, there are about 1,000 former BCC students attending the University and about 500 transfer each year. The information contained in Table III-7 delineates the cost of going to BCC versus attending the University of Washington. The savings that accrue to students who elect to attend BCC for the first two years, prior to transferring to the University of Washington, are $2,036 in tuition and fees per year. Each student would save $4,072 in the two-year period. These savings are substantial for individual students, but especially impressive when applied to the number of students at BCC who transfer or say they intend to transfer. For the 1,000+ former BCC students currently attending the University of Washington, this represents a savings of $4,072,000. In the 1998-99 academic year, for the 6,344 students at BCC who said they were here preparatory to transferring to a four-year institution, the savings would be almost $13 million for one year and $25,832,768 in savings in tuition for students attending BCC for two years prior to transferring to the University of Washington.

Table III-7: BCC and the University of Washington
Budget Comparisons and BCC Cost Savings

	BCC RESIDENT HOME		UW RESIDENT HOME		BCC RESIDENT AWAY		UW RESIDENT AWAY	
	w/tuition	w/o tuition	w/tuition	w/o tuition	w/tuition	w/o tuition	w/tuition	w/o tuition
Tuition/Fees	$1,602		$3,638		$1,602		$3,638	
Books/Supplies	$642	$642	$777	$777	$642	$642	$777	$777
Rent/Food/Util.	$1,950	$1,950	$2,328	$2,328	$4,998	$4,998	$4,905	$4,905
Transportation	$1,134	$1,134	$396	$396	$1,134	$1,134	$396	$396
Misc./Personal	$1,704	$1,704	$2,043	$2,043	$1,818	$1,818	$2,043	$2,043
	$7,032	$5,430	$9,182	$5,544	$10,194	$8,592	$11,759	$8,121
Student Monthly Community Expenditures (excluding tuition/fees, books and supplies)								
	$532	$532	$530	$530	$883	$883	$816	$816

	BCC NON-RESIDENT HOME		UW NON-RESIDENT HOME		BCC NON-RESIDENT AWAY		UW NON-RESIDENT AWAY	
	w/tuition	w/o tuition	w/tuition	w/o tuition	w/tuition	w/o tuition	w/tuition	w/o tuition
Tuition/Fees	$6,048		$12,029		$6,048		$12,029	
Books/Supplies	$642	$642	$777	$777	$642	$642	$777	$777
Rent/Food/Util.	$1,950	$1,950	$2,328	$2,328	$4,998	$4,998	$4,905	$4,905
Transportation	$1,134	$1,134	$396	$396	$1,134	$1,134	$396	$396
Misc./Personal	$1,704	$1,704	$2,043	$2,043	$1,818	$1,818	$2,043	$2,043
	$11,478	$5,430	$17,573	$5,544	$14,640	$8,592	$20,150	$2,043
Student Monthly Community Expenditures (excluding tuition/fees, books and supplies)								
	$532	$532	$530	$530	$883	$883	$816	$816

Based on a Student Budget of 9 Month Duration
Source: BCC Enrollment Services, UW Webpage

Financial Aid

Each week, the College holds a FAFSA (Free Application for Federal Student Aid) workshop. Over the course of a year, this workshop serves about 200 current and potential BCC students, in addition to members of our community who need help with this process and who do not intend to enroll at BCC. In addition, every Fall the College's Financial Aid Office provides Financial Aid Nights at no charge to any high school that requests one. The audience for this workshop is parents of juniors and seniors, very few of whom plan to attend BCC.

In the 1998-99 academic year, 1,569 students at BCC received some type of financial aid. A summary may be found in Table III-8. The majority of the financial aid received by students (60%) does not require payback or work (grants, scholarships, and tuition waivers). Over $3.5 million in savings is thus provided to students.

Table III-8: Student Financial Aid, 1998-99 Academic Year

By Source of Aid	Dollar Amount
Federal Aid Total	*$4,257,748*
Pell Grants	$1,823,937
State Educational Opportunity Grants	$101,859
Work Study	$152,431
Student Loans	$2,179,521
State Aid Total	*$1,034,001*
Need Grant	$1,004,919
Work Study	$29,082
BCC Aid Total	*$493,145*
Athletic Scholarships	$22,717
3 ½ % BCC Grant	$210,266
Tuition Waivers	$260,161
Private Aid Total	*$110,474*
Total Financial Aid	$5,895,368

By Type of Aid	Dollar Amount
Grants and Scholarships	$3,274,172
Work Study	$181,513
Tuition Waivers	$260,162
Loans	$2,179,521

Source: BCC Financial Aid Office

Tuition Waivers

Tuition waivers are a significant way in which BCC is able to save students money. The tuition waiver program exists statewide, with colleges having some discretion over whether and how to participate in the program. The state requires that ABE, ESL, GED, Apprenticeship and Parent Education offerings be provided at specified rates. In addition to this, residency classifications are not discretionary. The colleges cannot waive non-resident status. In order to be fair to all students, the *eligibility* for any waiver cannot be altered and if a waiver is offered, it must be offered equally to all students who meet the specified criteria for that waiver. Colleges are, however, allowed to restrict the number of waivers offered.

In the 1998-99 academic year, $260,162 was given in tuition waivers to students (Table III-9). Almost three-fourths of the dollar value of the waivers was given to residents of the BCC service area, with 58

BEST COPY AVAILABLE

percent of the number of waivers going to BCC service area residents (Table III-10).[16] The highest median value waivers given were awarded to active duty military personnel and refugees, who are allowed to pay resident tuition (III-11).

Table III-9: Summary of BCC Tuition Waivers, 1998-99 Academic Year

	BCC Service Area	Outside BCC Service Area	Total
Number of Waivers	186	134	320
Mean Dollar Amount Waived Per Person	$1,043	$490	$813
Median Dollar Amount Waived Per Person	$400	$309	$314
Total Dollar Amount	$192,865	$67,296	$260,162

Source: BCC Enrollment Services

Table III-10: BCC Tuition Waivers by Zip Code, BCC Service Area, 1998-99 Academic Year

Zipcode	Number of Waivers	Median Waiver Amount	Mean Waiver Amount	Total Waiver Amount
98006	18	$345	$844	$15,192
98007	36	$396	$1,958	$70,503
98008	16	$446	$1,666	$26,660
98014	4	$155	$211	$845
98019	2	$379	$379	$758
98024	4	$0	$103	$412
98027	15	$446	$730	$10,954
98033	5	$446	$1,060	$5,302
98034	9	$258	$1,368	$12,312
98039	2	$446	$446	$892
98040	12	$258	$449	$5,386
98045	4	$253	$567	$2,269
98052	19	$223	$868	$16,500
98053	6	$453	$768	$4,608
98059	9	$299	$764	$6,878
98065	5	$403	$313	$1,565
Total	**320**	**$310**	**$571**	**$260,162**
BCC Service Area	**186**	**$362**	**$763**	**$192,865**
BCC Non-Service Area	**134**	**$309**	**$507**	**$67,296**

Source: BCC Enrollment Services

[16] A table listing all the zip code areas where students receiving waivers live is included in the Appendix.

Table III-11: BCC Tuition Waivers by Type of Waiver, 1998-99 Academic Year

Type of Waiver	Number of Waivers	Median Waiver Per Person	Mean Waiver Per Person	Total Dollar Amount Waived
Children of deceased/disabled police and firefighters	19	$774	$874	$16,608
Children of prisoners of war/missing in action	2	$774	$774	$1,548
Vietnam veterans tuition freeze	23	$210	$473	$10,887
Military (active duty)	6	$1,444	$2,232	$13,393
Senior citizen (space available)	21	$300	$385	$8,100
Full time BCC staff (space available)	35	$258	$316	$11,045
High school completion (+ 19)	98	$446	$869	$85,202
Concurrent enrollment	10	$258	$220	$2,200
Nonresident high school	3	$460	$410	$1,229
Unemployed	2	$258	$258	$516
Refugee (resident fee paying)	19	$1,155	$3,884	$73,798
International exchange students	21	$642	$642	$13,485
Persian Gulf veteran	20	$260	$353	$7,066
Timber Workers	5	$516	$413	$2,064
Total	320	$314	$813	$260,162

Source: BCC Enrollment Services

English as a Second Language (ESL) Programs

For non-native speakers of English (who are U. S. residents or citizens), BCC offers free ESL classes. International students here on visas are not eligible. Skills gained in these classes include improving pronunciation skills, writing resumes and completing application forms, and improving listening comprehension skills. In the 1998-99 academic year, BCC offered 64 ESL classes, serving 1,482 students. These classes are offered tuition-free, resulting in a savings for students of $365,482.80. Although these classes are non-credit, the credit equivalency of student work was 7,071 credits. The College must balance the ABE/ESL offerings with course offering that collect tuition in order to maintain a solid fiscal balance. Unfortunately, this results in a waiting list of over 500 students each year, waiting to gain entrance to these courses in order to improve their lives and livelihoods.

High School Programs

In three programs, high school students earn dual credit (high school and college credit, at the same time): Running Start, College in the High School, and Tech Prep. Participation in these programs eliminates duplication, shortens the time for students to receive their Associate's degree and their Baccalaureate degree, and saves the students and their parents considerable amounts of money in tuition and fees. In the Running Start program, students who are juniors or seniors in Washington state public high schools may enroll in regular BCC college-level courses and earn simultaneous high school and college credit. Students must take a placement test in English to participate and, if wishing to enroll in math or science courses, must take a placement test in math. Tuition is paid by their school district and the only cost to students is

books and any special fees that would be associated with a particular course. Over the course of the 1998-99 academic year, 553 students who participated in the Running Start program saved over $660,000 in tuition. The average tuition saved per student per quarter was close to $500 (Table III-12).

Table III-12: Credits of Running Start Students and Tuition Savings

Quarterly Totals	# Students	Total Credits	Tuition $ Saved
Summer, 1998	52	310	$15,686
Average		6.0	$302
Fall, 1998	442	5,470	$212,953
Average		12.4	$482
Winter, 1999	450	5,497	$213,141
Average		12.2	$474
Spring, 1999	459	5,532	$218,435
Average		12.1	$476
Total 1998-99 Academic Year	553	16,809	$660,215

Source: Data Warehouse

College-in-the-High School is a cooperative program between local school districts and BCC. It allows high school students to take regular college courses, earning dual credit, while remaining in the high school setting. Students taking College in the High School classes also saved a considerable amount of money for their parents (Table III-13). In the 1998-99 academic year, students saved an average of nearly $300 per quarter and over $300,000 total over the course of the year. The courses provided were in English, French, Spanish, German, Japanese, Biology, Chemistry, Math, Physics, History, and Psychology.

Table III-13: College in the High School Enrollments, 1998-99

Quarterly Totals	# Enrollments	Total Credits	Tuition $ Saved
Fall Total	309	1,614	$83,282
Average		5.2	$270
Winter Total	104	565	$29,154
Average		5.4	$280
Spring Total	696	3,654	$188,546
Average		5.25	$271
Academic Year Total	1,109	5,833	$300,983
Average		5.3	$271

Source: Office of Instruction

Students from area high schools that have 2+2 Tech Prep articulation agreements with BCC may earn occupational/vocational college credit. Courses that are officially counted as tech prep and receive dual credit are recent in origin. Previously, a student had to enroll at the College to receive this credit. The

courses counted are from Spring, 1999 and total 169 enrollments, 707 total credits and a tuition savings of $36,481. Courses were offered in Accounting, Keyboarding, Beginning Computer Applications, Principles of Professional Selling, Individual Studies in various disciplines, Introduction to Programming, and Introduction to Early Childhood Education. Fifty of the students who received Tech Prep credit from Spring, 1999 enrolled at BCC in Fall, 1999 with continuing student status. This program is on a fast growth track, so that the savings impacts for students and their families will be increasing over the next few years as more students take advantage of it.

Unique High School Collaboration Efforts

For the past three years, a member of the BCC Math faculty has taught an advanced Math course (Multivariate Calculus) to high school seniors and juniors in our service area high schools. Begun in 1997-98 with just eight students at Bellevue High School, the class enrolled 16 in the 1998-99 year and 17 this past year. The students this year were from Newport and Bellevue high schools and in the 1998-99 year, students attended from Bellevue, Newport, Sammamish, Skyline, and Lake Washington high schools. With average Math SAT scores of 750, these students would be denied this accelerated educational opportunity, absent this faculty member's willingness to conduct this class. Each of these students received high school credit for this course and 14 of the 17 paid just $95 to receive credit for two BCC Math classes, which, if taken as BCC students, would have cost $540 per student.

Head Start

Students who send their children to the BCC Head Start program pay just $2.00 per hour, compared to a market rate of $5.00 per hour. Over the course of a 30-week academic year, based on a 10-hour day, and a five-day week, this represents a savings of $81,000 for these parents, who are all at or below the poverty level.

BCC Childcare Center

Even the top rate at the BCC Childcare Center is $1.25 per hour below market rates. This adds up to a savings of over $200,000 for students in saved childcare fees for 1998-99 (Table III-14). Added to this, of course, is the convenience of having the center right on campus so that students don't have to drop their children off somewhere else, go to campus, pick them up somewhere else at the end of the day, and then go home. Time savings are very important to our students as well.

Table III-14: BCC Student Childcare Savings, 1998-99 Academic Year

# Students	Hourly Rate	Hourly $ Saved/Student*	Total $ Saved
45	$3.75	$1.25	$75,938
2	$3.25	$1.75	$4,725
27	$2.75	$2.25	$82,013
10	$2.25	$2.75	$37,125
2	$100/wk+	0	0
4	$140/wk+	$60/wk	$7,200
Total = 90			$207,000

*Saved over market rate of $5.00/hour
+Half-day, full-day toddler rates
Source: BCC Childcare Center Staff

Continuing Education Classes

The classes offered in BCC's continuing education program (non-credit classes) are offered at rates that are very competitive with private sector offerings. A wide variety of programs are available in six areas: computers, business, real estate, languages, arts, and personal enrichment.

IV. Long-Term Community Impacts

> "Local knowledge impacts of a college are greatest when many degree programs are offered and most students stay in the local labor market."[17] "Over time, the local economic impact…of a metropolitan commuter college increases due to the compound growth in earnings of workers making the investment in human capital."[18]

An Educated Populace

The knowledge impacts BCC contributes are its primary impact on the local economy. This impact increases over time as more and more BCC-trained and educated people join the labor force. An educated populace is what business and industry need, what our society needs, and what individuals need in order to live fulfilling, productive lives. Some of the programs available at BCC do indeed change lives and boost the local economy by providing a highly skilled workforce, including: overall enrollment in the BCC professional/technical programs, Worker Retraining, Workfirst, Workplace Basics, and English as a Second Language (ESL).

Overall Enrollment In BCC Professional/Technical Programs

BCC enrolls students in 23 professional/technical programs. These programs are:
Accounting
Administration of Criminal Justice
Alcohol and Drug Studies
Administrative Office Systems
Call Center
Diagnostic Ultrasound
Early Childhood Education
E-commerce
Fire Science
General Business Management
Information Technology-Programming
Information Technology -Technical Support
Interior Design
Media Communication and Technology
Networking
Nuclear Medicine Technology
Nursing
Parent Education
Radiation Therapy
Radiologic Technology
Real Estate
Recreation Leadership
Wireless Program

---

17 AIR Professional File, p.3
18 AIR Professional File, p.4

In Fall, 1999, 718 students were officially enrolled as majors in these programs, with over 5,500 enrollments overall. Many of these 5,500 enrollments are students who plan to major in these programs, but do not yet have official "major" status.

Worker Retraining

BCC is active in the state-sponsored programs that enable dislocated workers to retrain to get new, well-paying jobs. Dislocated workers are those that have been identified as long-term unemployed persons, meaning that they would still have been unemployed at the time they exhausted their unemployment benefits, absent the worker retraining program. In the 1998-99 year, BCC received $1,143,000 for the total worker retraining effort. About 600 dislocated workers received free training as a result of this program. BCC partners with Employment Security, the Private Industry Council, the Boeing Company, and the SPEEA union to provide rapid response services to employees and employers who experience large-scale layoffs or plant closures. Of the 622 students in worker retraining in 1998-99, 64% (399) came from the BCC service area (Table IV-1).

> *"I am writing to thank you for the wonderful educational experience that you provided. As a former logger who was paralyzed 19 years ago and has not had a full-time job since, I was amazed to do six interviews and get seven job offers since obtaining my MCSE.[19] It was a complete program with expert staff, instruction and apparatus. You have changed my life."*
>
> *-A Former Fast Track Student*[20]

Workfirst

Workfirst is Washington State's welfare-to-work program. BCC enrolled 95 people in the Workfirst program in 1998-99, bringing in $573,804 to the College. The College provides pre-employment training (95 people), work-based learning tuition assistance (200 people), workplace basics (30 people), life skills training (21 people), and specific services to residents of low-income housing in King County (40 people). These various efforts are designed to enable the residents of our community, who are the most difficult to employ, to find and obtain employment at living wages. In some cases, pre-employment training which deals with issues that prevent or hinder employment are dealt with first, workers get jobs, and then, at a later date, they can return for more training which will allow them to move up the employment ladder. The Workfirst philosophy is: "Get a job, get a better job, get a career," and the training activities are organized to accomplish that goal sequence.

---

[19] MCSE stands for Microsoft Certified Systems Engineer.

[20] Fast Track are intensive, full-time programs which prepare students for careers in the computing and information technology fields.

Table IV-1: 1998-99 Worker Retraining Students by Zip Code of Residence

Residence Zip Code	# of Students	% of Total	Residence Zip Code	# of Students	% of Total
98002	2	0.3%	98106	2	0.3%
98004	**24**	**3.9%**	98107	2	0.3%
98005	**21**	**3.4%**	98108	3	0.5%
98006	**42**	**6.8%**	98109	3	0.5%
98007	**48**	**7.7%**	98110	4	0.6%
98008	**43**	**6.9%**	98111	1	0.2%
98009	**1**	**0.2%**	98112	2	0.3%
98011	13	2.1%	98114	1	0.2%
98012	4	0.6%	98116	3	0.5%
98014	**8**	**1.3%**	98117	3	0.5%
98019	**3**	**0.5%**	98118	5	0.8%
98022	1	0.2%	98119	1	0.2%
98023	2	0.3%	98121	1	0.2%
98024	**6**	**1.0%**	98122	4	0.6%
98027	**24**	**3.9%**	98125	5	0.8%
98028	5	0.8%	98126	3	0.5%
98029	**18**	**2.9%**	98131	2	0.3%
98031	3	0.5%	98133	4	0.6%
98032	4	0.6%	98136	1	0.2%
98033	**25**	**4.0%**	98144	5	0.8%
98034	**26**	**4.2%**	98148	1	0.2%
98036	1	0.2%	98155	6	1.0%
98037	2	0.3%	98166	1	0.2%
98038	2	0.3%	98168	3	0.5%
98039	**1**	**0.2%**	98178	7	1.1%
98040	**17**	**2.7%**	98188	3	0.5%
98042	1	0.2%	98198	3	0.5%
98045	**9**	**1.4%**	98199	3	0.5%
98052	**52**	**8.4%**	98201	1	0.2%
98053	**14**	**2.3%**	98203	1	0.2%
98055	11	1.8%	98205	1	0.2%
98056	17	2.7%	98208	3	0.5%
98057	1	0.2%	98223	1	0.2%
98058	7	1.1%	98227	1	0.2%
98059	**11**	**1.8%**	98252	2	0.3%
98065	**6**	**1.0%**	98272	1	0.2%
98072	21	3.4%	98290	1	0.2%
98083	1	0.2%	98296	2	0.3%
98092	1	0.2%	98374	1	0.2%
98101	4	0.6%	98387	1	0.2%
98102	11	1.8%	98390	1	0.2%
98103	3	0.5%	98406	1	0.2%
98104	1	0.2%	98466	1	0.2%
98105	4	0.6%			
	Total			622	100.0%
	Total from BCC Service Area			399	64.1%

BCC service area zip codes are indicated in bold face.

Source: Data Warehouse

The College offers 12-week short-term job training, ESL (both beginning and advanced), and office occupations training. For the work-based learning tuition assistance, 200 students received free tuition, books, and fees. This program serves low income, working parents and the goal is wage progression. A total of $104, 523 was distributed to students for tuition, books, and fees. The $131 million which the state receives annually for welfare is being used to expand job training and to provide childcare and other services that assist people in getting off of welfare and remaining employed. BCC industry partners for pre-employment training include: the Seattle times, United Parcel Service, Boeing Credit Union, HopeLink, and ServiceMaster. Individual college data is not available for these programs; however, state-wide data show:

- the number of families on welfare has dropped by nearly 40 percent since January, 1997;
- the percent of the state's population which receives welfare is at its lowest level in 30 years;
- during 1999, working Workfirst participants generated an estimated $154 million in job earnings for the state's economy;
- 35,000 current and former welfare recipients enrolled in community and technical colleges;
- more than 4,200 took advantage of tuition assistance to get free short-term job training while they were working; and
- lower caseloads have saved hundreds of millions of dollars in welfare costs.

Workplace Basics

Workplace Basics is a part of the Workfirst program, providing for basic skills instruction in a workplace situation, in order to increase participation and completion. The curriculum is developed with business partners to specifically address their individual workplace needs. BCC was involved in two projects, one at Crossroads Shopping Center and one at the Covenant Shores Retirement Home. The purpose of both of these projects was to improve the English skills of employed immigrants by offering English as a Second Language (ESL) instruction. Both were evaluated by students and employers and found to be strongly positive. Results of the projects include: increased employee retention rates, decreased employee absentee rates, increased productivity, supervisor stress reduction as employee capabilities have increased, employee self-confidence has increased, and general work ethics have improved. There is an enormous unfilled need in the community for basic skills and ESL workplace instruction. BCC is working with several other businesses to set up programs and we expect that this effort will grow substantially over the next few years.

"They've written us letters telling us how learning English is changing their lives."
-Lynn Terpstra, Marketing Director for Crossroads Shopping Center

"Not only has the attendance been excellent, but the students eagerly await each class. As an employer, I was skeptical at first. I thought they would not stick with it and give up because it was not what they wanted. To my amazement, they not only have stayed with it, but they are using the skills being taught and asking questions in English about different words and phrases they see written. At the end of the first semester in March, each student was asked to fill out a questionnaire to give us their feedback on how successful they felt the program was. One comment received over and over was that if more time could be allotted, they, as students, would be glad to give their time to the program!"

-Bryant M. Rooney, Restaurant Services Supervisor
Crossroads Shopping Center (participants in the Workplace Basics Program)

Staying Ahead of Information Technology Education Needs

Information Technology (IT) is a major part of the BCC community's economy. BCC has assumed a lead role in this area on several fronts. The most visible of these is the creation and construction of a building to house the Northwest Center for Emerging Technologies (NWCET). This federally supported entity specializes in skill- and competency-based curriculum development and training for students and faculty. The NWCET sponsors workshops for faculty, and develops IT curricula for high school and community and technical college programs. In addition, in order to ensure that the products the NWCET develops and the training they offer is industry-standard and current, the NWCET has over 20 strategic, educational, business, and government partners who advise on various issues.

The BCC Continuing Education program is specifically designed to be entrepreneurial and proactive in providing offerings to our community. Recent examples of this include: the Fast Track program for MCSE, MCSD, and Technical Support, an intensive, five-month program, designed for individuals in transition and placing students in jobs with salaries ranging from $32,000 to $74,000; new certification programs in MCSE, MSCD, Oracle, Cisco, A+ Certification, Network+ Certification, iNet+ Certification, and CIW (Certified Internet Webmaster); certificate programs in Technical Editing and Information Design; and a new program this Fall offering a certificate in Information Technology Project Management.

> *" Kevin Higgins spent .... years dabbling in school and volunteer work before he decided it was time for a real job. After an intensive five-month computer course at Bellevue Community College, he landed an unreal job: He works on the computer help desk at the Experience Music Project. "This place is too cool," he says. "It's almost a magic situation."*
>
> *(Quotation courtesy of the Eastside Journal, June 6, 2000)*

English as a Second Language Program

In the 1998-99 academic year, BCC offered 32 sections of ESL classes in the Fall (788 students enrolled), 29 in the Winter, (680 students enrolled) and 30 in the Spring (727 students enrolled). With significant increases in the immigrant population in the BCC service area over the past five years, the ESL program makes a very real difference in the lives of people who would otherwise not be able to function in our English-speaking society. Not content to require students to come to the BCC campus to take classes, BCC reached out to the community, offering classes through the City of Bellevue, at Crossroads Shopping Center, and Covenant Shores home for seniors.

> *"When I began here in 1999, I had to go everywhere with my husband. Now I can talk with my neighbors, get my driver's license, shop, and even take phone messages!"*
>
> *-BCC ESL Student*

Summer Science Camp

This past August, for the first time, the BCC Science Division held a one-week summer camp for elementary school students entering the fifth or sixth grade in Fall, 2000. Campers paid just $175 for this program. Campers learned about astronomy, anatomy, weather, etc. during this one-week, full-day experience.

BCC Distance Education

BCC has moved quickly and substantially into distance education. In the 1998-99 year, there were over 3,000 distance education enrollments and in this past year, there were over 5,000. Since half of these students come from the BCC service area and three-quarters come from within 10 miles of the College, BCC is providing a much-needed service to our service area population, giving them educational options that do not involve travel and are not time-based. This may result in savings in terms of time to program completion or goal achievement if the students are able to fit these distance education classes in around other classes and certainly results in reductions in driving time and fuel expenditures. Ninety percent of these students are current or former BCC students and about half of them are taking only distance education classes at BCC.

Weekend College

BCC launched its weekend college in the 1999-00 academic year, serving over 500 students in 34 courses over the course of the year. At this time, the beginnings of a transfer curriculum are in place, with expansion planned for next year. Like distance education, weekend college provides students with another option for attending BCC. We expect that these students will benefit by reduced time to degree or goal completion as they are able to better fit classes into their busy lives.

The Career Education Options (CEO) Program

This program, begun in Winter, 1999, served 58 students in Spring, 1999. The program's purpose is to assist people between the ages of 16 and 21 who left high school without obtaining a diploma to complete a professional/technical degree or certificate program at BCC. The first outcomes data for students in this program will be available in Spring, 2001.

A Unique Public Art Certificate Program

A recent partnership involving the Bellevue Arts Commission, Sound Transit, and soon to include the King County Arts Commission (KCAC) and Washington State Arts Commission (WSAC), supports the BCC Public Art and Design Program. The Bellevue Arts Commission (BAC) provided seed money and staff time to enable BCC to offer a two- year certificate program in Public Art and Design. Interns in this program are being mentored by lead artists from the Design Teams on "Percent for Art" projects from KCAC and WSAC. Upon completion of their two-year program, the artists are able to present their work to the BAC and if accepted by a jury of their peers, they become Associate Artists on the BAC Registry of artists.

This program is the first of its kind in the region. The University of Washington offers a Public Art class but not a *program* in Public Art. The BCC program is linked directly to the public Arts Commissions at the local, county, and state levels. Once our students complete the 2 years of study and internships, they are reviewed by a panel comprised of members of the Bellevue Arts Commission, architects, and experienced public artists. Upon completion of a project and passing of another successful review, they are then

included in the Registry as an artist who is fully qualified to be a lead artist on a design team for the Bellevue Arts Commission.

Lifetime Earnings

The close link between educational attainment and earnings is well established. In fact, it is a primary reason for attending college in the first place. **It has been estimated that completion of an Associate's degree adds $196,000 to a high school graduate's career earnings.** This amounts to about $6,350 per year of a person's working life. Taking a few technical classes to prepare for a job that demands more skills can add $1,000 per year to a person's income.[21] The income differential between educational levels has been increasing in the past decade for nearly all levels (Table IV-2, Figure IV-1). This is another illustration of the importance of postsecondary education in the new economy.

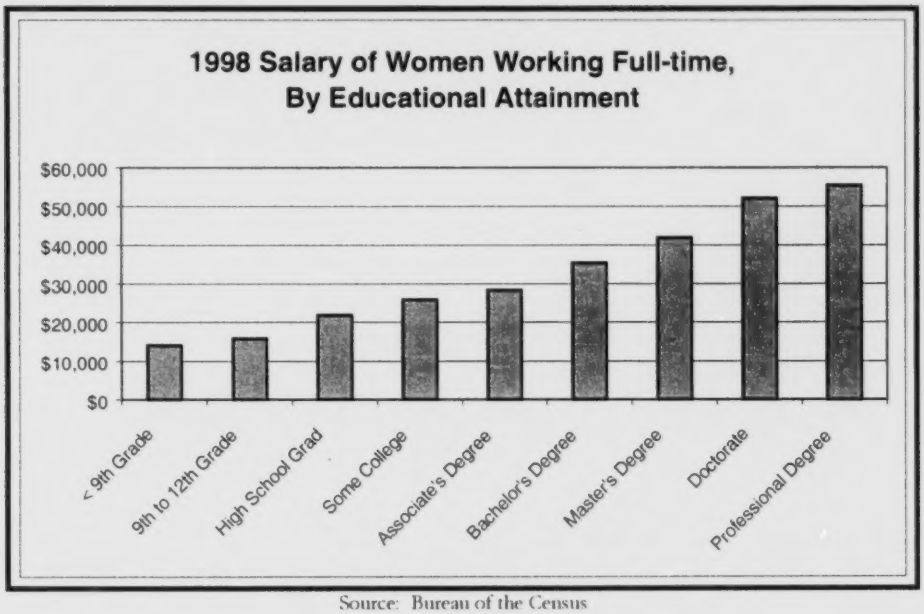
Table IV-2: Annual Earnings of Women by Educational Attainment 1991-1998

	1991 Salary	1998 Salary	1991-98 Differential	1991 Differential Between Levels	1998 Differential Between Levels
< 9th Grade	$13,927	$14,132	$205		
9th to 12th Grade	$16,202	$15,847	-$355	$2,275	$1,715
High School Grad	$21,592	$21,963	$371	$5,390	$6,116
Some College	$25,525	$26,024	$499	$3,933	$4,061
Associate's Degree	$28,557	$28,377	-$180	$3,032	$2,353
Bachelor's Degree	$33,095	$35,408	$2,313	$4,538	$7,031
Master's Degree	$39,639	$42,002	$2,363	$6,544	$6,594
Doctorate	$48,077	$52,167	$4,090	$8,438	$10,165
Professional Degree	$50,987	$55,460	$4,473	$2,910	$3,293

Source: Bureau of the Census, Published by Postsecondary Education Opportunity

[21] Sinclair Community College Economic Impact Study, p. 1

Figure IV-1



Source: Bureau of the Census

The California Community Colleges have conducted studies that attempt to show the value of educational attainment specifically at the community college level, ranging from a few credits earned to the Associate's degree (Table IV-3). They found very large increases in earnings after attaining the Associate's degree (nearly a 59% increase) and even a ten percent increase in median annual earnings with just a few credits earned (less than 12).

Table IV-3: Percent Change in Median Annual Earnings of All Students from California Community Colleges in 1991-92 Academic Year, by Educational Attainment Level (1995 Dollars)

		Median Annual Earnings		
Educational Attainment	Total Number of Students	Last Year In College	Third Year Out of College	Percent Increase
A.A. or A.S. degree	17,053	$17,361	$27,522	58.5
Certificate	8,144	$21,503	$28,563	32.8
24.0 + units	134,958	$21,215	$26,027	22.7
12.0 – 23.9 units	90,786	$22,059	$25,713	16.6
.01 - 11.9 units	345,174	$25,700	$28,451	10.7
All students	*841,952	$22,460	$25,935	15.5

*Excluded from this table is the 0 units or noncredit category (n=245,837).
Source: California Community Colleges, Chancellor's Office Management Information System

Another way to look at earnings is the total a person would have access to over a lifetime of working (Table IV-4). There is a huge increase (over $265,000 lifetime) resulting from the high school diploma, a lesser increase derived from some college work, but no degree attainment, another large jump in lifetime

BEST COPY AVAILABLE

earnings tied with the Associate's degree (over $170,000 lifetime), and the largest increase of all (over $374,000 lifetime) is linked to completion of the Baccalaureate degree, a significant factor for our students who transfer.

Table IV-4: Earnings by Educational Attainment

Educational Level	Average Annual Earnings	Average # of years worked	Estimated Lifetime Income	Difference from Previous Educational Level
Not a High School Graduate	$16,124.00	46.0	$741,704.00	NA
High School Graduate	$22,895.00	44.0	$1,007,380.00	$265,676.00
Some College, no Degree	$24,804.00	42.5	$1,054,170.00	$46,790.00
Associate's Degree	$29,872.00	41.0	$1,224,752.00	$170,582.00
Bachelor's Degree	$40,478.00	39.5	$1,598,881.00	$374,129.00
Total Persons	$29,514.00	42.6	$1,257,296.40	NA

Source: U.S. Census Bureau, *Statistical Abstract of the United States: 1999*

Labor Force Participation Rates

Another benefit of postsecondary education is overall participation in the labor force, a factor that raises the standard of living throughout our community. Persons with higher levels of educational attainment participate in the labor force at higher levels than do those with less education (Table IV-5). This is apparently particularly significant for females and African American persons, whose participation rates are much higher with advancing educational levels.

Table IV-5: Labor Force Participation Rates and Educational Attainment, U.S., 1998

	Total	Educational Attainment Level <High School Diploma	High School Graduate	<Bachelor's Degree	College Graduate
Total Labor Force	80.2	63.0	78.4	83.5	88.0
Males	87.8	75.3	86.7	90.0	93.4
Females	73.0	49.8	70.9	77.8	82.3
White Persons	80.6	63.8	78.6	83.5	88.3
African American Persons	77.7	59.3	77.0	85.0	88.8
Hispanic Persons	75.8	67.9	78.8	82.3	86.9

Source: U.S. Census Bureau, Statistical Abstract of the United States: 1999

Unemployment Rate

The relationship between unemployment rates and educational attainment is also a linear one. The more education a person has, the less likely they are to be unemployed and/or receiving unemployment compensation (Table IV-6). The unemployment rate of the total labor force is reduced from 8.5 percent (less than a high school diploma) to 3.6 percent for those with some college. As with labor force participation, this is especially noticeable for females and African Americans. This is a significant savings for both the state and employers.

Table IV-6: Unemployment Rates and Educational Attainment, U.S., 1998

		Educational Attainment Level			
	Total	<High School Diploma	High School Graduate	<Bachelor's Degree	College Graduate
Total Labor Force	4.0	8.5	4.8	3.6	1.8
Males	4.1	8.0	5.1	3.7	1.7
Females	3.9	9.3	4.4	3.5	1.9
White Persons	3.5	7.5	4.2	3.2	1.7
African American Persons	7.3	13.4	8.4	6.4	2.1
Hispanic Persons	5.9	8.3	5.5	4.2	2.8

Source: U.S. Census Bureau, Statistical Abstract of the United States: 1999

"BCC graduate Jeannette Bonner is changing careers, after 13 years in human resources. I aid off from a middle-management position, she had to take a series of unsatisfying jobs because she had no degree. Suddenly, the only jobs she could get were for lower-level recruiter or clerical jobs -- nothing that really utilized her experience. It was hard giving up a full-time salary to return to school. But she came back with more focus and appreciation for her studies than someone fresh from high school, Bonner said. ``That's when I said, `OK, this nonsense has got to stop. '' ``I found a wonderful program here (at BCC) called the worker-retraining program.'' It paid for her books and tuition. But Bonner knew there would be a lot of belt-tightening while she studied and worked part-time. She laid it out to son Mason, now 9. ``He goes, `Well, hey, if it means that we're going to be doing better in the future, then yeah,'" she recalled. Now Mason ``sees me studying and he talks about going to college.''

(Quotation courtesy of the Eastside Journal, June 6, 2000)

Voting and Voter Registration Rates by Educational Attainment

Studies by the Census Bureau have shown that the higher the educational level of a person, the more likely they are to be registered to vote and to have voted. While 65 percent of people with a high school diploma are registered to vote and 58 percent usually vote, 76 percent of those with some college or the Associate's degree are registered and 69 percent usually vote. For those people with a Bachelor's degree, 85 percent are registered and 80 percent usually vote.

Increased Workforce Productivity

A study by the University of Pennsylvania found that a ten percent increase in the education level of workers (approximately one year of education) translates into an eleven percent increase in productivity in the non-manufacturing sector of the economy. Across all industries, it amounts to an 8.6 percent increase in productivity. This can be compared to productivity increases resulting from increases in the hours worked and increase in capital investment, both of which have significantly lower productivity contributions than education.[22]

BCC Students' Location After Completing Educational Programs

If students who attend BCC remain in the area after completing their programs, there is an added long-term benefit to the community due to the continued presence of these tax-paying, educated citizens. For the last follow-up year available, 54 percent of the BCC professional/technical program participants were working in King County after leaving their BCC program (Table IV-7). In nine of the twenty programs, over 50 percent of the former students were working in King County. In two of our Information Technology programs, nearly 60 percent of the students were working in King County and in the Administrative Office Systems program, 71 percent were. Additionally, 78 percent (450 of the 579) were still working in Washington State, so that while their careers may have taken them beyond the BCC service area and King County, the state continues to retain them and benefit from their education and training.

---

[22] "The Challenge for Higher Education," the Higher Education Coordinating Board's 1996 Master Plan for Higher Education, p.14

Table IV-7: Professional/Technical Student Follow-up, 1997-98 Cohort Year Program Participants Working in King County at Time of Follow-up

Program	Number of Participants in Cohort	Number Working in King County	Percent Working in King County
Accounting	37	25	68%
Administration of Criminal Justice	17	12	71%
Administrative Office Systems	34	24	71%
Diagnostic Ultrasound	16	6	38%
Early Childhood Education	27	10	37%
Fire Science	19	14	74%
General Business	35	16	46%
Interior Design	33	14	42%*
IT-Programming	106	60	57%*
IT-Technical Support	48	28	58%*
Marketing Management	16	11	69%
Media	76	36	47%*
Nuclear Medical Technology	2	1	50%
Nursing	56	35	63%
Radiation Therapy	13	3	23%*
Radiologic Technology	32	15	47%*
Real Estate	2	0	0%
Recreation Leadership	5	2	40%
Software Marketing	2	0	0%
All Programs	576	312	54%

*The system used to capture this information excludes self-employed workers, including some contract workers. Some programs are particularly susceptible to this, resulting in artificially low rates of employment, in or out of the BCC area.
Source: SBCTC DLOA Database

Student Earnings

For the country as a whole, it is clear that educational attainment makes a very big difference in the earnings (both immediate and lifelong) of participants. What concerns us at BCC is how our students fit into that picture. BCC has a large number of transfer students and we do not have information on their wage patterns after they leave us; however, each year the State Board for Community and Technical Colleges follows a group (cohort) of students enrolled in our professional/technical programs from the previous year and matches the student information with Employment Security records to determine wages and employment rates. From this, we can see how our students are doing in terms of wages and also which programs are the most productive for students, in strictly monetary terms.

"Just wanted to let you know I finally landed a job…and I'm coming on as a Web Builder. It's a full-time permanent position, with full benefits, stock options and pretty decent salary ($45,000) for starter pay. I heard about this from one of my friends who went through the web authoring track with me…they needed someone immediately for a 2-week project, he referred me, they liked me (and me them), and now that the project is over they gave me their standard test and after some interviews hired me on."

-Former Web Authoring Student

Table IV-8 contains the latest follow-up data and provides evidence that BCC education and training does indeed make a difference. Overall, students earn an average of over $8,000 more per year after training than they did prior to training and, as is seen below, some individuals' economic lives are literally changed as a result. Information Technology programs and Health Sciences programs dominate the "top ten" list and provide students with outstanding wage opportunities. Some of these workers would have received inflation-adjusted wage increases simply due to the passage of time, even without education and training at BCC. The average amount of this non-training related wage increase in Washington State is 35 cents per hour. The average annual increase in Table IV-8 of $8,713 would be reduced to $8,000 with this 35 cent per hour wage reduction taken into account. This amount is still a very significant monetary increase. Increases are the highest for the workers who had the lowest wages going in, as the BCC data also shows. Additionally, the youngest workers receive the greatest benefit from wage increases, possibly because they were employed in minimum wage positions prior to enrollment. The very youngest of the degree and certificate recipients (those ages 20-24) received an average "education and training bonus" of $19,657 per year.

In addition to the increase in earnings for our professional/technical program participants, the employment rates are very favorable as well. The employment rate for all those with degrees and certificates is 88 percent and 83 percent for all participants, whether they received a degree or certificate or not. Several of the programs exhibit employment rates in excess of 90 percent. Since the follow-up of students that provides this information is not able to track students who are employed outside the Pacific Northwest nor those who are self-employed, these employment rates are almost certainly lower than actual.

Table IV-8: BCC Professional/Technical Programs 1997-98 Cohort, Earnings Before and After Program Completion Top Ten Individuals*

Program Title	Before Training, 1999 Estimated Annual Earnings	After Training, 1999 Estimated Annual Earnings	Before-After Differential
Media	$ 4,011	$ 78,279	$ 74,268
IT-Programming	$ 2,123	$ 63,409	$ 61,286
IT-Programming	$ 1,177	$ 53,683	$ 52,506
Diagnostic Ultrasound	$ 5,817	$ 55,272	$ 49,455
IT-Programming	$ 5,159	$ 52,605	$ 47,446
Media	$ 2,844	$ 47,400	$ 44,556
Nuclear Medical Technology	$ 20,178	$ 61,150	$ 40,972
Media	$ 8,087	$ 47,730	$ 39,643
Fire Science	$ 39,717	$ 78,423	$ 38,706
IT-Programming	$ 54,956	$ 90,206	$ 35,250
All Degree and Certificate Holders			
Total	$ 4,628,574	$ 6,466,987	$ 1,838,412
Average	$ 21,936	$ 30,649	$ 8,713
Median	$ 19,630	$ 29,615	$ 8,217

*Includes Degree and Certificate Recipients Only
Top Ten Individuals (those with the highest wage increase after training, out of 579 in the group)
Source: SBCTC DLOA Database

In 1999, the State Board for Community and Technical Colleges conducted a study of the employment outcomes of those students who said they planned to transfer while enrolled in the community and technical college system. While we do not have data specifically on BCC students, this study found that this group earned $9.92 per hour on average. Nearly 60 percent of the students earned an average of $11.17 per hour. The more education (credits) these students achieved, the higher were their wages. Graduates had the highest wages (average of $10.50/hour), followed by those with more than one year ($10.03/hour) and finally those with less than one year of study (average of $9.37/hour). These students overall earned 39 percent more after leaving the college than before enrolling and graduates earned 50 percent more.

In a study conducted by the California Community Colleges, vocational students who achieved the Associate's degree were found to have experienced an enormous difference in their earnings (Table IV-9, Figure IV-2). Students who completed their Associate's degree earned over 70 percent more after training than prior to training. In fact, just a minor amount of skills training can also make a significant difference, as evidenced by the students who took less than twelve credits and still had earnings increases of 17 percent.

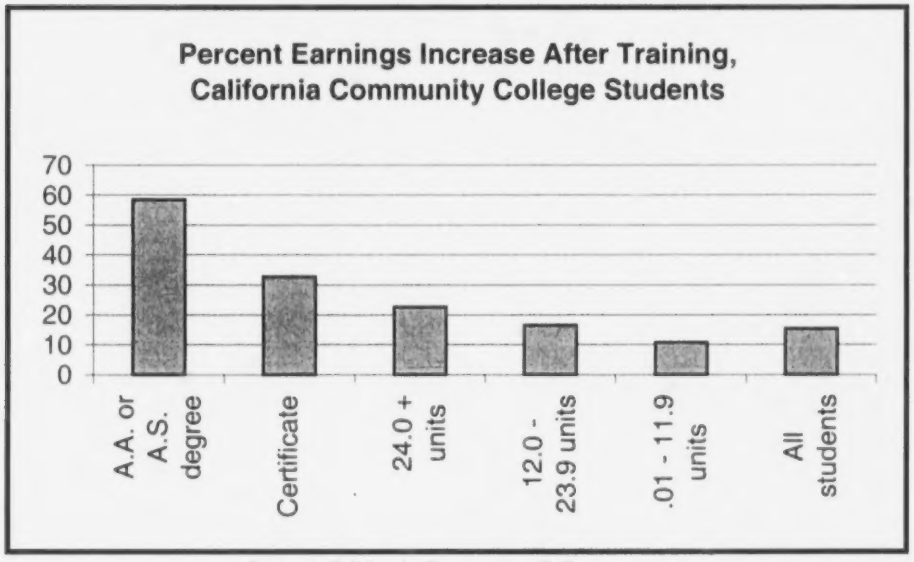
Table IV-9: Percent Change in Median Annual Earnings of All Vocational Students from California Community Colleges in 1991-92 Academic Year, by Educational Attainment Level (1995 Dollars)

Educational Attainment	Total	Median Annual Earnings Last Year In	Third Year Out	Percent
A.A. or A.S. degree	8,604	$18,700	$32,038	71.3
Certificate	7,705	21,537	28,752	33.5
24.0 + units	12,699	17,957	24,786	38.0
12.0 - 23.9 units	7,214	24,505	28,639	16.9
.01 – 11.9 units	879	19,261	22,530	17.0
All students	*38,314	$19,941	$28,075	40.8

*Excluded from this table is the 0 units or noncredit category (n=1,213).

Source: California Community Colleges, Chancellor's Office Management Information System

Figure IV-2



Source: California Community Colleges

V. Service Impacts

"The heyday when a high school or college education would serve a graduate for a lifetime is gone; basic credentials, by themselves, are not enough to ensure success in the workplace. Today's recipients of diplomas expect to have many jobs and to use a wide range of skills over their working lives. Their parents and grandparents looked to a more stable future - even if in reality it often turned out other wise. Workers must be equipped not simply with technical know-how, but also with the ability to create, analyze, and transform information and to interact effectively with others. Moreover, learning will increasingly be a lifelong activity."

-Alan Greenspan

BCC provides a myriad of services to our community, including: childcare, early childhood education programs, the BCC radio stations and cable television channel, our library as a resource, location of the Puget Sound Regional Archives on our campus, and professional continuing education, among others.

Childcare Center

Open Monday through Friday from 6:45 am to 10:15 pm and Saturday from 7 am to 7 pm, the BCC childcare facility serves children 18 months through six years of age. The time period from opening until 1:30 pm on weekdays is reserved for BCC students and employees. Families in the BCC community may enroll from 1:30 until closing and all day Saturday. During the 1998-99 academic year, 90 children of students were served, 12 children of staff were served, nine children of faculty were served, and six children from the community were served. The Childcare Center also has partnered with the Sunpointe Villa retirement facility just down the street from BCC. The "grandparents" come and visit in the classroom once per month and the children take field trips to Sunpointe Villa.

A new Early Childhood Learning Center, a community partnership being developed in conjunction with Costco Wholesale, will be operational in Spring, 2001. Costco is contributing significant funds for both construction and operation of this new facility and has enlisted the services of consultants and the general contractor as an "in-kind" gift to the college. BCC is contributing the site for the facility, in addition to having obtained a matching fund grant from the state. This new center will serve 190 children.

Head Start

BCC operates a site for the federal Head Start program, serving 18 children in the 1998-99 year. The federal government pays for a 9 am to 3:30 pm program and the BCC program (the only full-day Head Start program in the area) operates from 6:45 am to 5:30 pm, courtesy of a grant from the City of Bellevue. Students pay $2 per hour, compared to the current average market rate of $5 per hour. All these families are from our service area and all the parents are current BCC students. To participate in this program, families must qualify for free or reduced lunch, and have family incomes at or below the federal poverty level.

Early Childhood Education

BCC's Early Childhood Education (ECED) program trains childcare workers, preschool teachers, nannies, and those who are going on to become elementary school teachers. BCC has a unique program for the eastside; there are no other programs that grant degrees in ECED. This program offers one and two credit Saturday seminars in Early Childhood Education, taken mainly by practitioners. The cost is $54 for a one credit class and $108 for a two-credit class. BCC is participating this Fall in the new TEACH[23] program that provides scholarships, release time, and other supports to allow childcare workers or daycare home providers to obtain credits toward a two-year degree in Early Childhood Education. Completion of the courses will be linked with increased compensation and a commitment by the provider to remain in the field for a specified period of time. The ECED program also fills the need for the 20 hours of training required by the Washington State Training and Registry System (STARS) to be a licensed head teacher or home daycare provider. STARS has a goal of increased opportunities for basic and ongoing training for childcare and early education and school-age providers, in order to increase both the quantity and quality of these important workers. After initial training, ten hours of continuing education is required each year and BCC will provide that as well.

Radio Station

KBCS (91.3 FM) is a non-commercial, public radio station licensed to Bellevue Community College. The station signed on the air in 1973 as a lab for students in the communication program to practice what they were learning. When the Federal Communications Commission (FCC) ruled that low-power stations such as ours had to expand or go off the air, KBCS began its transformation into a true public radio station with a goal of providing high quality public radio programming for the community. KBCS now broadcasts with 7900 watts of power and reaches the greater Puget Sound area. In any given week, more than 30,000 people tune in to hear music, news and cultural affairs programming; everything from great jazz, folk and world music to national news headlines, poetry, storytelling, and interviews with visiting artists and musicians. With increased outreach and promotion efforts now underway, we expect that even more people are tuning in each day.

Everyone on the air at KBCS is a community volunteer – more than 100 people come to the station each week to host programs and help out with behind the scenes activities. Funding for the station comes from listener support, local businesses and foundations, and BCC itself. There are currently more than 2,000 people who contribute funds annually to KBCS and are considered KBCS members.

KBCS provides a link between BCC and the community in the following ways:

- KBCS provides a year-round public radio program unduplicated anywhere;
- The KBCS signal is broadcast over the air (91.3 FM), on the web (kbcs-fm.org), and on several cable services throughout the Puget Sound Region;
- KBCS provides training opportunities in all facets of public radio to interested students and community volunteers;
- KBCS broadcasts at least 24 public service announcements each day for activities at BCC and throughout the region. It also airs regular music and cultural calendars. In addition, the KBCS website (kbcs-fm.org) links our events calendars to a wide variety of community calendars throughout the region;

[23] TEACH: Teacher Education and Compensation Helps

- KBCS serves as a hiring pool for local, regional, and national broadcast outlets. Many KBCS volunteers have gone on to paying jobs in the broadcast industry.

Television Station

The BCC television station (Channel 28) reaches nearly 200,000 homes in Black Diamond, Kent, Auburn, Kenmore, Bothell, east to North Bend, Bellevue, Redmond, Kirkland, Woodinville, and Issaquah. In addition to the College's telecourses, there is a wide variety of programming, including some programs purchased from PBS and other sources. These are generally documentary in nature and often biographies. Campus events are often taped and aired on the College Channel as well. In the past year, this included philosophy department debates, most of the music productions that are presented in the Carlson Theatre, and various student productions, including dramatic and documentary productions. Last Spring, 14 BCC telecourses and two Shoreline Community College telecourses aired. This past summer, the station aired 10 BCC telecourses and one Shoreline Community College telecourse.

The television studio staff regularly receives telephone calls from the community (people who are not students), who have seen a program on the channel and want to know when it might run again. Our instructors who appear in their own telecourses are frequently recognized on the street in our community. Each quarter, staff send out a number of program schedules to non-students who want to know what shows are running and when.

Library/Media Center

Our community is welcome to use any of our library or media center resources on site at no charge. Checkout privileges require enrollment.

Puget Sound Regional Archives

The Puget Sound Branch of the Washington State Archives (PSRA) is located in a facility on BCC's campus. A joint venture with the Secretary of State's Office, the Archives occupies the lower level of the N Building, the College's technology center, a structure completed in 1998. Before moving to BCC, PSRA was located in a facility that it had long since outgrown, the only occupied building of an abandoned junior high school in the north clear zone of SeaTac International Airport. In addition to being a climate-controlled, state-of-the-art archival facility, this location provides the PSRA with much-needed expansion space, allowing archival material that had been stored at two off-site locations to be moved to the new location, consolidating the entire collection at one site for the first time in several years.

Due to the new, brighter, more easily accessible BCC location, the number of on-site research clients has increased by 32 percent. PSRA hosted approximately 1,250 on-site research clients during the 1998-1999 academic year. These clients included BCC faculty, staff and students, as well as researchers from the Puget Sound region, the entire state of Washington, and across the nation. PSRA and BCC's cooperative effort to equip the Archive's conference room with a state-of-the-art multi-media video-teleconferencing system has provided the Puget Sound Regional Archives with the space and technology to effectively host meetings, do presentations, and offer training opportunities to a number of heritage and professional organizations, including the Association of King County Historical Organizations (AKCHO); the Eastside Genealogical Society; Scandinavian Interest Group; Italian Interest Group; the Seattle Genealogical Society; the King County Office of Cultural Resources; the Seattle Area Archivists; Nearby History; the Eastside Chapter of the American Records Management Association (ARMA); the Association of Local Agency Records Managers (ALARM); the Eastside Heritage Roundtable; the Local Government Archives

and Library Group; a class of eighth grade students from Washington Middle School; as well as various groups from local government agencies.

With the help of BCC Technical Services, PSRA installed a server and brought up a Local Area Network (LAN) during the 1998-99 academic year. The server allowed the PSRA staff to share the database that provides the intellectual and physical control of its collections and to design and implement an ACCESS database that allows the staff to respond much more quickly and efficiently to the approximately 300-350 public research requests received on a monthly basis.

Co-locating with Bellevue Community College has allowed the Puget Sound Branch, Washington State Archives to streamline and expand services offered to both local government agencies and the general public. PSRA's move to the BCC campus and cooperation with the BCC community has resulted in better protection of and improved public access to the records in PSRA's custody. These improvements mean that members of the local and extended communities can more easily obtain information about historical events, their rights as citizens, and the operation of their government agencies.

Drama Department Assistance to the Community

The BCC Drama Department helps the community find talent for projects that require acting. They have provided a stand-up comic for a rotary club meeting, provided a student to work with at-risk children as part of the Americorps program where they produced a play, provided names of actors to the Renton Civic Theatre, provided students for the Fire Department's disaster exercises, provided students for role-playing exercises with the Seattle Police Department, provided students to be "clams" for a restaurant commercial, and provided students trained in improvisation to assist in the test for Captaincy in the Bellevue Police Department. The chair of the program was frequently consulted in defining the needs for a theatre in the Meydenbauer Convention Center. The Drama Department also provides free advice to people who enroll in the Individual Research course. These individuals are usually doing productions on their own and are provided with considerable assistance beyond the class.

Parent Education

Approximately 1,400 students each quarter enroll in the BCC Parent Education program. This program provides "a quality early-childhood preschool program combined with parent participation and parent education. Parents enroll in one of the following programs: parent/infant; parent/pre-toddler or parent/toddler classes; cooperative preschools; or creative development, discovery and early activities lab."[24]

Professional Continuing Education

The Radiation Therapy program provides an annual Radiation Therapy Seminar, the only organization in the state to do so. Between one-third and one-half of the radiation therapists in the state attend each year. The seminar is offered at a nominal charge ($90) and further discounted ($40) for those practitioners who are involved in teaching BCC radiation therapy students.

Education/Services Provided at No Charge

The College provides a number of services at no charge. Following is a sample of those educational and informational services.

---

24 BCC 2000-2001 Course Catalog, p. 22

The Radiation Therapy program provides numerous continuing education opportunities at no charge to their participating clinical sites. These opportunities take two forms: one hour lunchtime presentations at the clinical site and a once per year class held at BCC on teaching and supervisory skills in clinical education. Approximately 12 people attend this each year. For the lunch sessions this past year, presentations were made to the Cancer Center of the University of Washington (teaching techniques for clinical personnel) and Radiation Oncology at Virginia Mason (learning and personality styles). Approximately 30 people attended. In the past, presentations have been given to Swedish Tumor Institute, Group Health Radiation Oncology, Virginia Mason Radiation Oncology, Evergreen Radiation Oncology, Valley Medical Center Radiation Oncology, North Puget Oncology Services (Sedro Wooley), and Sacred Heart Medical Center (Spokane). Additional topics presented have been conflict resolution skills and medical ethics in the radiation oncology department. All of the classes qualify for continuing education credit by the national credentialing agency for radiation therapy (ARRT).

BCC Professional/Technical programs contributed $7,000 to training materials for 15 career specialists to give the Call to Parents Workshop. Ten Parents' Night Seminars were held in the BCC service area at no cost to the districts or the parents. During these workshops, parents learn how to assist their children with plans to succeed after high school, no matter what their area of interest.

French department faculty offer opportunities for former students and community members, fluent in French, to attend the French conversation groups with no enrollment requirement. During the summer, they meet once per week and during the regular academic year, they meet twice weekly.

Disability Support Services provides training to employers regarding disability law and disability awareness. The Northwest Business Leadership Network, which provides career opportunities for students with disabilities, has collaborated with BCC, resulting in presentations to over 200 employees of various firms.

Disability Support Services worked with two elementary school classes at Stevenson Elementary to provide an educational experience regarding service animals (commonly known as "seeing eye" animals) and disability. This project involved 75 children and three adults.

The Career Center offers career planning and job search assistance to our community at no charge. This year, the Center increased its hours of business to 57 hours per week. Volunteer career advisors donated 432 hours of time to the Center this past academic year. Additionally, volunteer workshop instructors donated 181 hours of workshop instruction time and over 1,000 students and community members enrolled in Women's Center classes and workshops this past year. The Career Center serves over 125 employers per week.

The Women's Center/Student Access Center provides free resource advising, helping people to connect with community resources that can meet their needs. The Center also provides free workshops, events, and lectures. Last year, over 1,500 people participated in the Center's broad array of services and over 5,000 people requested information by e-mail or telephone. Almost 400 people each attended the Career Transitions classes and the Life Skills workshops.

The BCC Continuing Education Art faculty hold classes in the multi-purpose room of the Garden Club Retirement Center and in exchange for the use of the space allow two residents of the Center to take the classes free of charge. BCC plans to begin a similar project with Hopelink later this year.

The BCC Art Gallery, located in the Library, hosts a variety of art exhibits, all of which are open to the general public free of charge.

Provision of Information to the Community

Disability Support Services presents information on BCC programs, departments, and resources on many occasions, either on their own initiative or at an organization's request. Most recently, they presented to vocational rehabilitation counselors and administrators in cooperation with the Washington State Department of Services for the Blind (DSB) to help DSB clients in their educational and vocational planning. Each year, 20 to 30 DSB staff and 10 to 20 students or prospective students are served. This is completely separate from our own students with disabilities, which is the primary focus of this unit of the College. Disability Support Services also has spoken to students from the UW School of Education on trends in education concerning students with disabilities (about 30 students at a time). They have spoken at Children's Hospital to advocates for and parents of children with severe disabilities in order for them to know more about what their students must prepare for in higher education, including what is reasonable accommodation in higher education vs. the same in K-12 (about 30 people). Disability Support Services provides regular speakers at the High School Transition Council, helping transition teachers in K-12 understand the differences between K-12 and higher education and how best to prepare students for that transition. DSS also regularly provides tours of BCC for students who have disabilities, either whole classes at a high school or individually by appointment. About 25 students took advantage of this service last year.

The Career Center Sponsorship of the International Trade and Career Expo was held in conjunction with the World Trade Organization meeting and was open to the community. It included the following: showcasing of 20 BCC professional/technical programs; 87 BCC international students, representing over 60 countries, served as guides for attendees; over 700 students attended three international forum events; 370 people participated in the career workshops; and 200 high school students attended from our local high schools.

The Tech Prep Call to Parents Newsletter, assisted by a $25,000 donation from the Boeing Company, was distributed to parents in the school districts in our community. The Lake Washington, Issaquah, and Riverview school districts sent the newsletter home to each parent.

VI. Business and Industry Involvement

The faculty in vocational programs are given both the responsibility and authority to develop curriculum that satisfies the demands of industry. When new technology appears, we are not only allowed to incorporate it into the curriculum, but we are encouraged to do so. The guidance we have is to be on the leading edge of instruction in the IT field. This makes for an exciting environment, and more importantly, very happy students because they know we have this approach…this is a college that encourages innovation, and where instructors really have an influence on curriculum and students' success. We mimic industry in that we are fast-paced, ever-changing, and when the day is done, very satisfied with what we have accomplished.

-Jack Perry, BCC Information Technology Program

Bellevue Community College's involvement with business and industry takes many forms, including: participation of the community on the Advisory Committees of the professional and technical programs, provision of specially-delivered Contract Training, and participation of BCC faculty and staff on various business and industry organizations and committees.

Advisory Committees for BCC Professional/Technical Programs

Professional/technical programs at community and technical colleges in Washington state are required to have an advisory committee that meets at least twice per year to advise and comment on the program. BCC has almost 300 people participating on its various advisory committees. Table VI-1 includes detailed information on each of our professional/technical programs and their advisory committee composition and activities.

Table VI-1: Professional/Technical Program Advisory Committee Membership and Activities

Program	# on Advisory Committee	Composition of the Advisory Committee	Contribution to Program
Accounting	10	Accounting Practitioners and Accounting Educators	Advice on content and development of the program
Administration of Criminal Justice	11	Police practitioners	Advice on content and development of the program, provide insight into what is going on in the professional world, insights for students helping them in the job search process, including internships, help keep program aligned for now and the future.
ALDAC	15	Drug and Alcohol Counseling Practitioners	Advice on content and development of the program
AOS	11	AOS Practitioners	Advice on content and development of the program
Call Center	16	Call Center Practitioners and Educators	Advice on content and development of the program
Diagnostic Ultrasound	12	Hospital Clinical Instructors, Students	Advice on content and development of the program
Early Childhood Education	12	Student, childcare center director, elementary school teacher, ECEAP program director, part-time faculty, BCC daycare director, special projects coordinator, Head Start representative, high school teacher, college-in-the-high school teacher	They know what is going on in the community, what needs there are, and they come to meetings with proposed solutions. This group suggested the portfolio process, now part of the program, that students need experience with different age levels, now a program requirement, started work-based learning program, operational now at BCC and soon at the state.
E-commerce	18	Boeing, Attachmate, USWest, and others	Advice on content and development of the program
Fire Science	9	Fire Department Personnel	Advice on content and development of the program
General Business Management	6	Boeing, Eddie Bauer, Nintendo, and others	Advice on content and development of the program
IT-Programming	12	Safeco, Airborne Express, Microsoft, others	Advice on content and development of the program
IT-Technical Support	8	Asymetrix, Wall Data, Adobe, others	Advice on content and development of the program
Interior Design	19	Interior Design Practitioners	Advice on content and development of the program
Media Communication and Technology	27	Media Practitioners and Educators	Advice on content and development of the program
Networking	10	Siemens, Softop NW, Pemco, others	Advice on content and development of the program
Nuclear Medicine Technology	13	Hospital Personnel	Advice on content and development of the program
Nursing	12	Hospital staff, long-term care facility staff, higher education faculty	Curriculum change, support of program goals and outcomes, resolve issues related to admission guidelines.
Parent Education	8	Parent Education Practitioners	Advice on content and development of the program
Radiation Therapy	10	Hospital Personnel	Advice on content and development of the program
Radiologic Technology	13	Group Health, Harborview, Overlake, Swedish, Univ. of Wash., Veteran's Administration, Virginia Mason	Curriculum revisions, employment of graduates
Real Estate	22	Real Estate Brokers, Agents, Appraisers	Advice on content and development of the program
Recreation Leadership	6	Parks/Recreation Personnel	Advice on content and development of the program
Wireless Program	15	AirTouch, Siemens, AT&T, USWest, others	Advice on content and development of the program

Contract Training

The BCC Contract Training Program is designed to meet the needs of the business community by sending trainers to worksites or setting up customized training situations at one of our sites; customizing courses for clients; offering private training (i.e., only employees from one company are eligible); setting up consortiums so that economies of scale can operate; and offering high quality, cost effective training services. Contract Training is one way Bellevue Community College meets the training needs of the business community. Some benefits of offering training to the business community through Contract Training include:

(1) location options - BCC will send trainers to the employers' site or set up training at one of our sites;
(2) course customization - any course can be altered toward better addressing the company's specific needs, including content variation, or a shorter or longer seminar time;
(3) private training - a class with employees from only one company ensures that everyone has the same agenda and desired outcome;
(4) consortium options - organizations with similar training needs can benefit from joining forces;
(5) cost efficiency - community college prices are very reasonable;
(6) top-notch professional trainers – BCC hires only high quality instructors;
(7) easy registration process - all registration is conducted through the Contract Training department;
(8) easy payment process - through the Contract Training Department, the company is invoiced for the entire group session and does not have to pay for each student individually.

During the 1999-00 academic year, over 150 classes were held in BCC's Contract Training Division. These courses enrolled over 2,000 people and served 33 companies and municipalities, including the Eastside Cities Training Consortium, a group of 28 municipalities that have joined together to partner with BCC in offering business and technology classes to members. The consortium represents approximately 4,400 employees, who are eligible to take classes run by the College just for the consortium. Twenty-two classes are offered in an average quarter.[25] This is an increase of 87 percent over 1997, when just 15 cities participated. Contract Training served 30 other clients, in addition to the clients who are consortium members. Overall, over 2,000 students were served through Contract Training in the 1999-2000 year, about half of them from the Eastside Cities Training Consortium. New training partnerships are being developed every day, bringing just the education and training that organizations need, at just the right time, and just the right place.

Partnerships and Participation of BCC Faculty and Staff in Business and Industry Organizations

It is a priority for BCC employees and programs to be out in our community, providing services and helping to strengthen the educational and economic vitality of our region. BCC's mission statement affirms that we will "meet the changing educational needs of our diverse community" and we will "be a leader and partner in the culture, technology, and business of our Eastside community."[26] Among the organizations in which BCC faculty and staff participate are: the King County Workforce Development Council, including three subcommittees on wage progression and skills

---

25 Please see the appendix for a full listing of Contract Training clients, classes, and number of students for each.
26 BCC Mission statement

gap, worksource systems development, and organizational development; the Bellevue Economic Partnership and the Bellevue Chamber, including a Recruitment and Retention Task Force, which helps with training needs; the Kirkland, Issaquah, Mercer Island Chambers of Commerce; and the University of Washington, Bothell Advisory Board. Other cooperative efforts include:

- BCC Continuing Education and the BCC Business Division are collaborating on development of curricula designed for human resources specialists and professionals. In developing the curricula, BCC faculty and staff convened an advisory board of human resources professionals. Advisory board members include representatives from private sector technical companies, consulting firms, community service organizations, and local government agencies.

- BCC's Small Business Development Center (SBDC) provided in-depth management counseling to 63 business owners on the Eastside and worked with approximately 40 people who were trying to get businesses started in 1998-99. The SBDC, funded in part through a grant from the U.S. Small Business Administration, provides one-on-one counseling to business owners and entrepreneurs in the areas of marketing, business financing, financial control, personnel decision-making, and record-keeping. New investment totaled $1.3 million and ten new jobs were created by companies who received counseling and guidance through BCC's SBDC.

- BCC's Cisco Regional Networking Academy program, coordinated through Continuing Education, provides teacher training and academic support for 10 Cisco Local Networking Academy programs at area high schools and colleges on the Eastside, including Newport High School, Mt. Si High School, and Lake Washington Technical College on the Eastside. In addition, area employers have collaborated with BCC faculty to identify Cisco program students and graduates for technical internships and full-time employment using Cisco networking skills.

- Earlier this year, BCC Continuing Education began serving as the state liaison for the US West Pathways Program. As an integral part of the existing US West contract agreement, the Pathways program provides tuition assistance and academic guidance for US West employees in 14 western states. As part of its state liaison role, Continuing Education hosted US West union and management representatives from Washington State, and corporate headquarters in Colorado, for a Pathways statewide meeting at the Factoria Center in Spring, 2000.

- BCC Workfirst program staff are active members in the Business Partner Committee, whose members include the Department of Social and Health Services, Employment Security, and Lake Washington Technical College. This committee's charge is to strengthen relationships with business and industry, assist in skills gap training, provide employment opportunities for Workfirst clients and assist employers in identifying employees to fill high demand, vacant positions.

VII. BCC Enterprises: The Business Side of Higher Education

With an annual budget in excess of $60 million, over 2,000 employees, and over 20,000 students per quarter and about 35,000 students annually, BCC qualifies as a large business enterprise or even as a small municipality. Accordingly, the College provides many services, in order to make the educational experiences of our students and the working environment for our faculty and staff convenient and productive. Among these are: campus stores, which runs an office supplies "store" for the College, stocking frequently used and on-order items, purchased from local providers; the BCC Bookstore, which provides all textbooks and classroom supplies, as well as sundries and personal items for students, faculty, and staff; BCC Food Services, which provides 4,500 meals per day, 22,500 meals per week, and 270,000 per quarter from 6:30 am to 8:50 pm Monday through Friday; BCC Student Union which provides and receives revenue from video games, vending machines, and BCC-owned telephones; and BCC Printing Services, which provides full-service printing at market rate prices for BCC departments, students, and faculty and staff. Table VII-1 contains information on the quantity of goods and services provided by the BCC Enterprises for the 1998-99 academic year. Proceeds generated by BCC Enterprises are invested back into the College to further support student needs.

Table VII-1: BCC Enterprises Sales and Volume of Business, 1998-99

BCC Enterprise	1998-99 Sales	1998-99 Volume
BCC Campus Stores	$324,367	2,272 employees
BCC Bookstore	$3,541,853	117,452 customers 47,627 textbooks sold
BCC Food Services	$832,480	900,000+ meals served per year
BCC Student Union	$75,952	20,000 students/qtr.
BCC Printing Services	$1,134,903	13,000,000+ copies

Source: BCC Budget Office

VIII. Immeasurable Impacts

"the Young Scientists' Celebration at Stevenson Elementary [was] one of the most remarkable days we have ever had at the school. It is rare to see the children so excited about learning. We all had a blast! I can't recall seeing the children so engaged.....Suffice it to say that everyone got caught up in the spirit of the day – and that is what made it a Celebration we will remember. Science is cool – but only because cool scientists like you make it so!"

-Mike Olsson, PRISM volunteer
Stevenson Elementary

There are many intangible activities in which BCC employees and students engage, which cannot really be measured, but are nevertheless important to our community. This section of the report provides a glimpse of the variety and extent of these, so that a more well-rounded picture of institutional contributions can be visualized.

Community Service of BCC Students, Faculty and Staff

Each quarter, Delta Epsilon Chi, a student organization associated with the BCC Marketing program in our Business Division, donates enough food to provide lunch for approximately 600 people at the Union Gospel Mission. They also donate approximately 200 personal hygiene packs each quarter to the Mission, including such items as soap, shampoo, lotion, razors, toothbrushes and toothpaste. Each Fall quarter, the students adopt a family for the holidays. This past year, it was a family of two parents and three children and the students collected enough to buy small appliances for the parents, clothing and toys (including a ten-speed bike) for the children, and winter jackets for the entire family. Last Fall, these students held a canned food drive, donating what they received to a local food bank. Last Spring, five of the students volunteered to help run an auction for the French-American School, a private school which relies on fundraising for its operations.

The BCC Holiday Giving Tree is an annual event where BCC Head Start families are sponsored by the College. This past year, five families with five adults and 14 children (ages 1 ½ to 21 years) were sponsored. The family members submit "wish lists" and they are placed individually on a tree where staff can see the age and gender of the recipient, plus what they asked for. A wide variety of items is given and all wish lists have always been filled, with monetary contributions left over. The monetary value of the donations is in excess of $1,000.

Students from the Nursing program are regularly out in the community. Among their activities in the 1998-99 year were: observations at a childcare center and administration of a child development screening. The results of this were provided to the director of the childcare center. Nursing students also worked with 30 students from Sammamish High School, who observed growth and development, play, and interaction with others at all four Childhaven sites. The written work from this was given to administrators at Childhaven. They also conducted some developmental screening and health care presentations of 18 students at the BCC Head Start facility. Just this past year, first year nursing students did a poster presentation at Overlake Hospital, with junior high students who were performing community service at the VA Hospital. These posters were then given to a health

teacher who planned to use them in her classroom. This involved 34 nursing students and six junior high students who each made a poster.

Support for the Expanding Your Horizons program has been provided by BCC for a number of years. This is a program to stimulate interest in science and technology for middle/high school girls. BCC donates the use of our facilities and equipment for two days and administrative and classified staff donate staff time to the organization and coordination of this program.

BCC held an Internet Physics Olympiad in April, involving 16 high school physics students who were paired in teams with students in Russia. The top three teams received electronic equipment for their high school physics labs, courtesy of the Fluke Corporation.

The BCC Science Division is in its third year of collaboration with Stevenson Elementary School (Bellevue Public Schools). On-going efforts have included: projects around critical thinking and information literacy, cosmology, earth science, biochemistry, physics, microbiology, and nutrition. On May 10 of this past year, nine faculty participated in a "Young Scientists' Celebration," which included hands-on workshops with the students in several of these areas.

The BCC Science Division delivered a "Science Show" at Sunny Hills Elementary (Issaquah School District). Included in this were Biology, Geology, and Chemistry topics, all appropriately produced to appeal to third graders.

Science faculty also traveled to Poulsbo for the Vinland Elementary Science Fair where they served as judges. One faculty member also gave a talk on cells to seventh graders at Tillicum Middle School, to be followed later by an exploration of the heart and vascular system.

BCC partners with the Bellevue Regional Library, conducting demonstrations in the visual, literary, and performing arts one day each month.

Earlier in this report, the monetary contribution of BCC's international students was recognized. Another critical contribution the international students make is toward the cultural diversity, not only of BCC, but of the larger community. The homestay program for the intensive English language course of study places up to 150 students annually with families in the community. While these students pay for their room and board, they enrich the lives of their host families and are further enriched themselves by being part of a real American family. Well over a thousand Eastside families have participated in homestays and most do it for the cultural experience, even though they are remunerated. A large number of these families have visited their international adopted family in their home countries and marvel at the warm reception they receive and the life -long relationships they make around the world. International students in the classroom reflect the international mix in our surrounding businesses/workplaces, and local American students benefit from International students in the classroom by having the opportunity to learn about other parts of the world from people who live there, increasing understanding of diverse cultures. Long-lasting friendships developed in college, reward people's lives, and may provide future business relationships.

The Conversation Partners Program matches students studying foreign languages with international students who speak the language. Sixty to 80 students participate per quarter, and these exchanges of tutoring have led to friendships where the American students have then visited the home countries of their partners and studied and stayed with the families of their "partner." In addition to this, service learning classes and other activities at BCC use volunteer projects to get the students

involved in the community. International students recently participated in a weed-pulling project for Bellevue Parks. The weeds were preventing native plants and animals from thriving in the Mercer Slough. Finally, BCC sends nearly 100 Japanese International Business Program students per year into the community through unpaid internships with both profit and non-profit firms. This provides a two-way cultural learning opportunity for everyone involved.

The Parent Education program stresses not just what happened last year; but rather the seeds that are planted that bloom much later. Many of the parents who participate in this program go on to be PTA leaders, possibly because the leadership component provides training and opportunities to lead that give people experience and self-confidence. When it's time to volunteer for K-12 helping opportunities, often BCC Parent Education program participants are ready to take on these tasks. There are many other benefits to the program as well. One preschool on Mercer Island visits a nursing home once a month where the intergenerational mix is very successful. A senior citizen plays the piano and the children and seniors sing and laugh together. The children learn about wheelchairs and white hair. Sometimes they take a pet along or other days they bring a craft to make together. Another class from Mercer Island helped clean up a local park and got the residents to clean up after their dogs when they walk them. Each parent education site tries to give back some form of thanks to its own community, from helping the facility they rent, to helping the poor during Holidays. The program always has a very large gift basket-giving program at the holidays. The preschool in North Bend needed to move and after a long search they found a place in Snoqualmie in an old American Legion Building. The Legion members needed the building repaired, painted, and updated but their members were few in number and they had no money. The preschool came in and for a reduced rent volunteered their labor to paint and fix it up so that now both groups can use the building and each group is very happy to have found the other.

Being a Good Neighbor

Mindful of the fact that we are a large public entity, with residential areas on several sides, the College is particularly concerned with being a good neighbor to our most immediate neighbors, those people whose property is contiguous to College property. Examples of this include installation of a water diversion berm along Snoqualmie River Road that, while only twelve inches high, will serve to prevent any runoff water from reaching the condominiums located immediately adjacent, but below the elevation of the road. It is a joint effort with the developer. We are providing the materials at no charge as they are on-site as a result of the recent building construction. The developer is placing and compacting the berm and our grounds crews will groom and landscape it.

Another project is the screening and landscaping on the south side of Parking Lot 9 that will buffer the residents immediately adjacent from the activity of construction and sounds of operation (children's playgrounds) from the new Early Childhood Learning Center.

IX. Appendix

Table IX-1: Grants Received by Bellevue Community College

Grantor	Purpose	Number Served Each Year	Award Amount	Campus Contact
Bellevue Arts Commission - Arts Advancement King County Office of Cultural Resources – Arts Commission	Photolab Equipment (Arts 2000). Funding for this program allows Arts 2000 to (1) provide access to state of the art equipment which will help photographers and students expand their capabilities (2) provide a photography program for seniors residing at retirement centers (3) expand class delivery to include daytime classes, thus eliminating a waiting list of at least 80 students (4) develop partnerships with community sites to provide the viewing public with photography shows and ARTS 2000 lectures (5) attract recognized professionals to the ARTS 2000 faculty (6) develop a digital photography program (7) increase outreach using online activities	Approximately 4,500 students from teens to senior citizens. The number of arts shows and lectures not yet determined.	$33,500	Cheryll Leo Gwin
Bellevue Arts Commission - Arts Advancement King County Office of Cultural Resources – Arts Commission	Grant funds provided KBCS with the ability to purchase remote and field recording equipment that will allow the station to expand listeners and increase audience access to local and regional performing arts. In addition to ensuring the listening audience with access to regional performing arts experiences that they might not otherwise be able to enjoy, KBCS will strengthen ties with the artistic community and provide regional artists with outreach far beyond their current capacity.	40,000 individuals throughout the KBCS listening region and numerous performing arts organizations.	$15,500	Harriet Baskas
King County Office of Cultural Resources	This yearly sustainment grant provides Arts 2000 with the funds needed to continue Arts 2000 programming. Arts 2000 is a self-support program providing art classes and experiences to the greater eastside. The program also provides a number of free activities and experiences at locations throughout the community.	Arts 2000 serves approximately 4,500 each year in visual, literary and performing arts. Arts 2000 reaches thousands more through free exhibits, lectures and demonstrations.	$2,250	Cheryll Leo Gwin

Table IX-1: Grants Received by Bellevue Community College

Grantor	Purpose	Number Served Each Year	Award Amount	Campus Contact
Bellevue Arts Commission - Cooperative Funding	KBCS received funding to purchase airing for *"Sound and Spirit."* This is an award winning, nationally acclaimed public radio series using music, spoken work and interviews to explore a different cultural and spiritual theme each week.	70,000 individuals throughout the KBCS listening region	$1,165	Harriet Baskas
Cities of Bellevue and Redmond	To address limited Child Care resources, these funds will support construction of a new Childcare and Family Learning Center with increased childcare slots for infants through pre-school. The new Center will provide the community with a Family Resource Center and a one-stop resource to Parent Education, Head Start, Early Childcare Education and Childcare. Fees are based on sliding scales and provide affordable options for low-income families. The Center, through its role as a learning site for the Early Childhood Education program, provides work based learning opportunities for future childcare workers. It also serves to deliver essential parenting skills to students and the community at large.	These combined programs serve more than 1,400 families each quarter.	$66,677	Judy Konopaski
SBCTC/DSHS	Funding from the state board and DSHS provides support to extend childcare hours beyond the typical daytime care. These funds provide for evening and weekend care and increased capacity for toddlers and preschoolers.	Approximately 90 children each year. While the majority of slots are filled by the of BCC students, approximately 22-25% of the slots are set aside for the greater community.		Tomas Ybarra

Table IX-1: Grants Received by Bellevue Community College

Grantor	Purpose	Number Served Each Year	Award Amount	Campus Contact
Cities of Bellevue, Issaquah, Kirkland, Woodinville	Career Transition Program and Connect (BCC's Women's Center). This program provides transferable skills assessment; job training; and career and educational planning to better prepare for the changing workplace. CONNECT provides non-native English speakers with a cross-cultural career transition class that includes language skills, basic computer skills, personal assessment portfolios. Both programs ensure students full access to BCC career/job search resources such as Employment Security, Workfirst, Worker Retraining, the Career Counseling Center, and Multi-Cultural Resources.	Approximately 700	$21,500	Cheryl Vermilyea
City of Bellevue	Head Start. The City of Bellevue provided funding to expand Head Start sessions by 4 ½ hours per day, 5 days a week. The Federal government provides funding for only 6 ½ hours each day. Families, however, need extended before and after work or class childcare. With these funds, the BCC Head Start program is able to begin services at 7 am and extend services on through to 5:30 pm. In addition to providing a full Head Start program for children ages 3 to 4, this program provides parenting skills, resource referrals and additional assistance to Eastside families.	Serves 18 children from very low-income families each year.	$7,481	Julie Soto

Table IX-1: Grants Received by Bellevue Community College

Grantor	Purpose	Number Served Each Year	Award Amount	Campus Contact
City of Bellevue	ESL - Phantom Lake Elementary – Everybody's Schoolhouse provides community based English Language Classes for refugee and immigrant populations. The program is aligned with BCC curriculum and assessments to provide seamless articulation to campus classes. In addition to providing classes in a familiar and comfortable setting, Everybody's Schoolhouse provides essential childcare for participating families. This allows adult learners to concentrate on their studies and feel secure that their children are well cared for at the same site.	Approximately 40 students each year. To date, this program has served 200 adult ESL learners.	$24,543	Linda Bennett
DSHS	The Limited English Proficiency Pathways partnership with DSHS provides a full range of services for DSHS clients (Workfirst) seeking English Language and job skills services that will assist them in improving their lives and the lives of their families. Service may include, but are not limited to: English Second Language classes, job skills training, job search training, assessment, counseling, and job placement.	Students will be served on an as needed basis.		Jim Bennett and Gaye Ishimaru
SBCTC - Office of Adult Literacy, Consortium Grant	BCC, Lake Washington Technical College and the Eastside Literacy Council pulled together to provide the community with Adult and Family Literacy programs, ABE/ESL classes, Volunteer Literacy Program Talk Times and Computer Literacy. The classes and associated activities were held at sites throughout the Eastside and included a vast array of support services to assist student success. The targeted population included "hard to serve" adults including single parents, seniors, low-income workers, and students with learning disabilities, among others - needing beginning level ESL and ABE classes.	Approximately 1,500	$52,261	Linda Bennett

Table IX-1: Grants Received by Bellevue Community College

Grantor	Purpose	Number Served Each Year	Award Amount	Campus Contact
SBCTC	(2) Workplace Basic Skills grants – Covenant and Crossroads. This program provided funding to develop and implement English Language training directly related to the workplace. Business and BCC worked together to develop ESL classes to serve current low-income workers. Classes, which were developed around the employer/employee identified needs, were delivered at the job site. The partnering business provided matching funds and in-kind contributions to the development and implementation of this program.	Approximately 100	$29,550	Jim Bennett
SBCTC	Pre-Employment - Tri County. This three county partnership, which included local businesses, human services and five community colleges, provided WorkFirst clients with the skills and training needed to prepare for a variety of career pathways, each one leading to continued learning and wage progression. In addition to job skills training, students received job search and preparation skills, counseling, assessment and other support services.	Total served approximately 500 students from three county area in a variety of high demand fields: manufacturing, information technology, customer relations and health services.	$99,012	Suzanne Marks
SBCTC	Pre-Employment – ESL – To provide low-income refugee and immigrant populations with the language skills needed to prepare them for job skills training, continued learning and wage progression.	Approximately 72 students.	$183,692	Jim Bennett
SBCTC	WorkFirst Redesign funds provided BCC with the funding needed to ensure a full array of services for Workfirst (welfare to work) students including, but not limited to: ESL, Adult Basic Education, assessment, counseling, job skills training, job search skills, job placement, and childcare.	1,043 students	$109,000	Suzanne Marks/Jim Bennett

Table IX-1: Grants Received by Bellevue Community College

Grantor	Purpose	Number Served Each Year	Award Amount	Campus Contact
SBCTC	Funding for the BCC Worker Retraining Plan, which provides dislocated and under employed worker with the support services and job skills training to succeed in today's workplace. Working with the community, BCC determined areas of greatest demand and developed and delivered curriculum that would best prepare workers for employment, continued learning and wage progression. Professional Technical Programs included Information Technology Programming, Information Technology Technical Support, Multimedia, Network Support, Administrative Office Systems, Call Center, and E-commerce. Job preparedness and job search skills were included in this comprehensive package. BCC program graduates have consistently ranked number 1 among all community colleges in earnings following program completion.	Approximately 660 underemployed or dislocated workers each year.	$1,163,000	Suzanne Marks
Perkins Funding	The 2000-2001 Perkins Plan provides essential support funds for low-income students enrolled in professional/technical programs across campus. These funds ensure that professional/technical programs are infused with strong academic foundations and that work-based learning is founded on industry-identified skill standards. Perkins funding also provides professional development funding to ensure that faculty and staff stay current in workplace developments, and it provides funding to ensure that special populations (under represented populations, disability support services, high school completion, etc) receive the assistance they need to succeed at the post-secondary level.	Approximately 7,600 post-secondary students and 7,000 Tech Prep students will benefit from Perkins funding in the coming year.	$166,500	Suzanne Marks

Table IX-1: Grants Received by Bellevue Community College

Grantor	Purpose	Number Served Each Year	Award Amount	Campus Contact
Department of Labor	H1B Consortia grant with Private Industry Councils (three counties), Washington Software Alliance, University of Washington, Pierce, Edmonds and Bellevue Community Colleges. Funding to address lack of qualified IT workers with 4-year degrees. Funding will provide online IT education and improve IT articulation between UW and community colleges.	400 students in the demonstration project. The numbers served will increase in coming years.	$16,000	Suzanne Marks
Department of Labor	Skills Consortia grant with Private Industry Councils (three counties), Washington Software Alliance, University of Washington, Pierce, Edmonds and Bellevue Community Colleges. To improve forecasting of high demand fields requiring post-secondary education based on industry-identified skill standards. This planning grant has statewide implications for future post-secondary education		$25,000	Suzanne Marks
Higher Education Coordinating Board	To expand four high technology programs: Multimedia, Network Support, Computer Science Transfer and Fast Track IT Certifications. Each of these programs is a designated high demand area in which employers are unable to find adequate numbers of qualified workers. Program enhancements and developments will improve curriculum, and provide for more classes to meet student demand.	600 students each year	$920,000	Kae H.
National Science Foundation	CCLI - Proof of Concept – NWCET. Provides the center with funding to develop a suite of Information Technology career education materials targeted toward middle and high school teachers, counselors and students. Underlying purpose is to increase the number of students entering into Information Technology post-secondary education. *(Cyber Careers)*	With national and online applications, this project is expected to impact 10,000 post-secondary students, 50,000 pre-college students and 330 pre-college educators across the country.	$50,000	Peter Saflund

Table IX-1: Grants Received by Bellevue Community College

Grantor	Purpose	Number Served Each Year	Award Amount	Campus Contact
National Science Foundation	ATE – Washington State Technology Workforce and Education Initiative – WITI. Statewide collaborative to seek cost-effective and expedient solutions to the IT worker shortage. Expand WSA survey, map current educational capacity against workforce needs; develop and implement at least *one new IT program* and *adapt and implement two IT programs* at least 2 other community colleges (minimum total of 3 programs); develop a best practices model for replication and disseminate advocacy projects across the U.S.	With statewide and national applications this program will impact thousands across the United States.	$300,000	Pete Saflund
National Science Foundation	Critical Thinking and Information Literacy Across the Curriculum. NSF, Institution-wide reform grant provides faculty and students with the tools needed to implement critical thinking skills in the research and application of information literacy resource tools such as the Internet.		$199,980	Myra Van Vactor
National Science Foundation	NWCET – Renewal grant for continuation of the NorthWest Center for Emerging Technologies, a National Center of Excellence in Advanced Technology Education. This renewal provides the NWCET with funding to continue its development and research for the delivery of IT education based on industry-identified skill standards. Products and services impact educators and students at k-12, community colleges and four-year colleges across the country. NWCET continues to develop strong national linkages with industry, government and education to better prepare educational institutions in increasing the output of qualified IT workers.	With national and online applications, this project is expected to impact thousands of post-secondary and secondary students and educators throughout the country.	$2,000,000	Neil Evans
SBCTC	Best Practices - Marketing Brochures will provide the community with written materials about each of the college's Professional/Technical programs, including course requirements, career potential, and easy to follow registration processes.		$10,000	Suzanne Marks

Table IX-1: Grants Received by Bellevue Community College

Grantor	Purpose	Number Served Each Year	Award Amount	Campus Contact
SBCTC	Best Practices - Program Review will directly impact all Professional/Technical programs. This funding allows BCC to examine program review processes implemented at other community colleges and determine if such programs should be implemented at BCC for more cost effective procedures and improved program development and revision.		$8,800	Suzanne Marks
SBCTC	High Demand - Media Communication Funding allows BCC to develop and implement a 3rd year work-based certificate for students majoring in Multimedia. In addition to gaining valuable experience demanded in today's workplace, students will provide BCC faculty with technical expertise in developing online course delivery.	270 students	$99,472	Suzanne Marks
SBCTC - High Tech	To develop an E-Commerce degree program to meet high demand for employees.	Expected to serve 90 students each year.	$139,908	Suzanne Marks, Judy Woo
Susan Komen Foundation	The Breast Cancer Awareness program provides funding to develop and implement a number of activities promoting breast cancer awareness to women over the age of 40 and to implement a Cancer support group on campus.	A minimum of 500 women over the age of 40.	$22,368	Camille Chigi
Wells Fargo	Running Start Scholarship Program provides financial assistance to low-income students who qualify for participation in Running Start – an early entry program for high school students that allows them to complete college credits while earning their high school diploma.	Served 44 students.	$15,000	Linda Ware

Source: BCC Development Office

Table IX-2: BCC Tuition Waivers Per Zipcode, 1998-99 Academic Year

Zipcode	Number of Waivers	Median Waiver Amount	Mean Waiver Amount	Total Waiver Amount
98003	1	223.00	223.00	223.00
98004	9	223.00	582.86	5,245.70
98005	10	474.75	658.61	6,586.10
98006	18	345.25	843.99	15,191.80
98007	36	395.85	1,958.42	70,503.10
98008	16	446.00	1,666.25	26,660.00
98011	6	238.00	273.25	1,639.50
98012	2	154.80	154.80	309.60
98014	4	155.00	211.30	845.20
98019	2	379.10	379.10	758.20
98021	3	446.00	403.83	1,211.50
98024	4	0.00	102.88	411.50
98027	15	446.00	730.23	10,953.50
98028	3	100.00	107.67	323.00
98029	9	446.00	498.08	4,482.70
98031	4	557.50	575.45	2,301.80
98032	3	212.00	293.67	881.00
98033	5	446.00	1,060.32	5,301.60
98034	9	258.00	1,368.00	12,312.00
98036	1	249.50	249.50	249.50
98037	2	627.50	627.50	1,255.00
98038	2	481.00	481.00	962.00
98039	2	446.00	446.00	892.00
98040	12	258.00	448.79	5,385.50
98042	1	318.00	318.00	318.00
98043	1	516.00	516.00	516.00
98045	4	253.75	567.13	2,268.50
98052	19	223.00	868.40	16,499.60
98053	6	453.00	767.93	4,607.60
98055	2	936.60	936.60	1,873.20
98056	11	330.60	478.13	5,259.40
98058	4	25.80	880.48	3,521.90
98059	9	299.40	764.27	6,878.40
98062	1	258.00	258.00	258.00
98065	5	402.80	312.96	1,564.80
98072	6	556.55	692.62	4,155.70
98101	1	652.00	652.00	652.00
98103	3	361.20	366.73	1,100.20
98105	5	1,155.20	897.34	4,486.70
98106	3	133.80	575.73	1,727.20
98108	2	530.40	530.40	1,060.80
98111	1	0.00	0.00	0.00
98112	1	103.20	103.20	103.20
98115	1	258.00	258.00	258.00
98116	1	1,228.20	1,228.20	1,228.20
98118	5	516.00	520.40	2,602.00

BEST COPY AVAILABLE

Zipcode	Number of Waivers	Median Waiver Amount	Mean Waiver Amount	Total Waiver Amount
98119	1	2,047.00	2,047.00	2,047.00
98122	6	212.25	312.97	1,877.80
98125	3	258.00	303.47	910.40
98133	2	962.00	962.00	1,924.00
98144	5	774.00	589.00	2,945.00
98145	1	0.00	0.00	0.00
98146	3	669.90	766.90	2,300.70
98166	3	299.40	581.40	1,744.20
98178	4	240.50	227.50	910.00
98188	4	223.00	247.75	991.00
98199	1	258.00	258.00	258.00
98201	1	0.00	0.00	0.00
98203	1	223.00	223.00	223.00
98208	1	223.00	223.00	223.00
98258	1	309.60	309.60	309.60
98272	1	308.80	308.80	308.80
98273	1	1,663.00	1,663.00	1,663.00
98290	2	258.00	258.00	516.00
98296	1	223.00	223.00	223.00
98310	1	309.60	309.60	309.60
98335	1	1,338.00	630.00	630.00
98354	1	1,338.00	1,338.00	1,338.00
98373	2	216.60	216.60	433.20
98390	1	446.00	446.00	446.00
98503	1	258.00	258.00	258.00
99216	1	1,548.00	1,548.00	1,548.00
Total	320	309.60	570.66	260,161.50
BCC Service Area	**186**	**362.18**	**763.19**	**192,865.10**
BCC Non-Service Area	134	309.20	506.48	67,296.40

Source: BCC Enrollment Services

Table IX-3: BCC Contract Training Classes, 1999-00 Academic Year

Date of Course	Course Title	Customer	# of Students	Customer Total
10/8/99	Basic Computer	ARCS	11	
3/29-30, 1999	Internet and Lan Mgmt	AT&T	16	
9/8/99	XML	Attachmate	16	32
12/1/99	XML	Attachmate	16	
3/6/30	SQL 7.0	Avenue A	16	
6/24/99	Faculty Development	Bastyr University	17	
8/16/20	COM for C++ Programmers	BSQUARE	16	
6/30/99	Excel Level 1	CIS	10	71
7/22/99	Excel Level 2	CIS	12	
7/28/99	Excel 2	CIS	9	
8/12/99	Excel Level 3	CIS	11	
8/4/99	Excel 3	CIS	11	
11/30/99	HTML Level 2	CIS	7	
8/19/99	HTML Level 2	CIS	11	
4/26/99	Consulting	City Bellevue	9	99
11/16 and 30	Project	City Bellevue	15	
2/14/00	Customer Service	City Bellevue	75	
4/27/00	Customer Driven Org	City of Kenmore	12	
5/18/00	Conflict Resolution	City of Newcastle	22	
2/24/00	PowerPoint 1	City of Woodinville	10	27
11/1,2,4	Win 98/Word 2000	City of Woodinville	17	
11/10/99	Office 2000	City Redmond	75	
2/24/00	JavaProgramming	Concur	10	
5/1/17	Networking Essentials	Data Dimensions	16	32
5/2/18	Networking Essentials	Data Dimensions	16	
Sept 10- Nov 12	Foster Parent Scope	DSHS	17	27
10/11/99	FrontPage	DSHS	10	
5/16/25	Fierce Communication	Eastside Fire	70	
Summer Quarter	Computer Classes	ECTC	30	987
7/9/99	Meet, Listen, Speak	ECTC	14	
7/16/99	Re-inventing Your Job	ECTC	9	
7/25/99	POWER Writing 2	ECTC	12	
7/30/99	Intricacies of Teaming	ECTC	12	
8/6/99	Career Healing 101	ECTC	5	
9/23/99	Word - Level 1	ECTC	12	
9/28&30/99	Excel - Level 1	ECTC	11	
9/28&30/99	Access - Level 1	ECTC	16	
10/5/99	PowerPoint - Level 1	ECTC	10	
10/7/99	Project - Level 1	ECTC	8	
10/14/99	FrontPage - Level 1	ECTC	11	
10/26/99	Internet Basics	ECTC	15	
10/21/99	Access - Level 2	ECTC	13	
10/26/99	Word - Level 2	ECTC	8	
11/10/99	Project Level 2	ECTC	2	
11/18/99	Word - Level 3	ECTC	2	

Date of Course	Course Title	Customer	# of Students	Customer Total
11/9/99	Excel - Level 2	ECTC	6	
11/16/99	Int'net Beyond Basics	ECTC	12	
11/18/99	Access 3	ECTC	10	
9/24/99	Working Harder?	ECTC	14	
10/1/99	"The Leaders Toolkit"	ECTC	14	
10/8/99	Effective Meetings	ECTC	20	
10/15/99	Community Involve.	ECTC	20	
10/22/99	Govt Capturing/Keep	ECTC	16	
10/29/99	Project Leadership	ECTC	27	
11/5/99	Tough Customers	ECTC	27	
10/25/99	Access 1	ECTC	8	
1/25/00	Front Page	ECTC	14	
1/27/00	Word Level 1	ECTC	16	
2/1/00	Data Base Design	ECTC	14	
2/3/00	Excel Level 1	ECTC	14	
2/8/00	Outlook Level 1	ECTC	15	
2/10/00	PowerPoint Level 1	ECTC	15	
2/15/00	Access Level 1	ECTC	15	
2/17/00	Word Level 2	ECTC	14	
2/22/00	Internet Search Strat	ECTC	8	
2/24/00	Excel Level 2	ECTC	12	
2/29/00	FrontPage Level 2	ECTC	13	
3/2/00	Access Level 2	ECTC	15	
3/7/00	Power Point 1 (2)	ECTC	7	
3/9/00	PowerPoint Level2	ECTC	7	
3/14/00	Access Level 3	ECTC	8	
4/11/00	Power Point 1	ECTC	15	
4/13/00	Word 1	ECTC	4	
4/18/00	Excel 1	ECTC	7	
4/20/00	Access 1	ECTC	15	
4/25/00	Outlook 1	ECTC	11	
4/27/00	Word 2	ECTC	10	
5/2/00	Project 1	ECTC	14	
5/4/00	FrontPage 1	ECTC	8	
5/9/00	PowerPoint 2	ECTC	7	
5/11/00	Excel 2	ECTC	8	
5/16/00	Project 2	ECTC	5	
5/18/00	Front Page Level 2	ECTC	6	
5/25/00	Access Level 2	ECTC	7	
5/30/00	Excel 3	ECTC	6	
6/1/00	Access 3	ECTC	5	
4/14/00	Defining Leadership Style	ECTC	19	
4/21/00	Teamwork	ECTC	17	
4/28/00	Keeping the Best	ECTC	8	
5/5/00	Bias-Free Selection	ECTC	9	
5/12/00	Emotional Intelligence	ECTC	27	
5/19/00	Aerobic Listening	ECTC	30	

Date of Course	Course Title	Customer	# of Students	Customer Total
5/26/00	Communicating w/ Council	ECTC	20	
4/14/00	Forklift Certification	ECTC	16	
1/21/00	Participatory Leadership	ECTC Lecture	20	
1/28/00	Conflict Resolution	ECTC Lecture	31	
3/31/00	Conflict Resolution 2	ECTC Lecture	16	
2/4/00	Office Ergonomics	ECTC Lecture	7	
2/11/00	Fundraising	ECTC Lecture	5	
2/18/00	Preferred Futures	ECTC Lecture	12	
3/3/00	Customer Driven Org	ECTC Lecture	21	
3/10/00	Grammar for Grownups	ECTC Lecture	28	
11/3/99	Tough Customers	ECTC/City Bellevue	13	
11/9/99	Tough Customers	ECTC/City Bellevue	9	
6/12/14	Outlook 2	Gates	9	28
6/12/14	Word 2	Gates	8	
6/13/15	Excel 2	Gates	11	
8/27/99	Access 2	Genie	10	41
9/10 and 17	Quick Keyboarding	Genie	10	
9/10/99	Access 1	Genie	11	
1/13/00	VBA (Excel)	Genie	10	
5/23/00	Tutoring	Janet Casal/REI	1	
1/24-2/17/00	Cutting Edge Marketing	JLScott	12	
7/11 -8/8	SQL Server 7.0	Life Span Bio	7	
8/10/99	Project 2	Meridian Partners	12	18
8/3/99	Project 1	Meridian Partners	6	
7/13/14	Project 1 and 2	MetroCall	24	
7/7/99	Project Level 1 R8460	Microvision	4	11
7/16/99	Project Level 2 R8462	Microvision	7	
9/20/99	DataBase Design	MPL	8	18
10/6/99	Project 3	MPL	10	
1/11-3/21/00	Spanish	PACCAR	23	65
1/12-3/22/00	Spanish	PACCAR	6	
3/28 - 5/16	Spanish	PACCAR	8	
3/29- 6/2	Spanish	PACCAR	16	
Sept 7-Nov 16	Spanish Beginning	PACCAR Parts	12	
2/3/00	Courageous Commun	PhysioControl	27	51
3/2/00	Courageous Commun	PhysioControl	24	
1/25/00	Aerobic Listening	Quanta	8	193
2/1 and 2/3	Train the Trainers	Quanta	12	
2/8/2000 x 2	Transition to Leadership	Quanta	20	
2/10/00	Dealing with Difficult People	Quanta	17	
2/12/00	Dealing with Difficult People	Quanta	12	
2/15/00	Dealing with Difficult People	Quanta	10	
2/23/00	Creative Engagement	Quanta	6	
3/1/00	Image Leveraging	Quanta	6	
3/7 and 9	Performance Mapping	Quanta	10	
3/11/00	Customer Driven Performance	Quanta	4	
3/15/00	Customer Driven Performance	Quanta	19	

Date of Course	Course Title	Customer	# of Students	Customer Total
3/15/00	Customer Driven Performance3	Quanta	13	
3/14/00	Motivating the Marginal Performer	Quanta	6	
3/21/00	Effective Meetings	Quanta	4	
3/28/00	Keeping Things Fair and Legal	Quanta	4	
3/25/00	Telephone Etiquette	Quanta	11	
3/30/00	Telephone Etiquette	Quanta	17	
3/30/00	Telephone Etiquette	Quanta	14	
7/31 -8/7	Unix System Admin	Voice Stream Wireless	8	
7/13,15,20	Networking Essentials	Western Wireless	14	
8/20/21	Desk Top Computing	WSCPA	11	67
Sept 17-18	Communications	WSCPA	11	
Oct 29-30	Networking	WSCPA	13	
5/19&20	Desktop Computing	WSCPA	17	
6/16&17	Networks	WSCPA	15	
10/13/99	Nautical Know How	WSDOT	12	
		Total # Students	2,110	

Members of the Eastside Cities Training Consortium: Town of Beaux Arts Village, City of Bellevue, City of Bothell, City of Burien, City of Clyde Hill, City of Duvall, Eastside Fire & Rescue, Town of Hunts Point, City of Issaquah, City of Kenmore, City of Kirkland, City of Lake Forest Park, City of Mercer Island, City of Mill Creek, City of Monroe, Municipal Research & Service Center, City of Newcastle, City of North Bend, Northshore Utility District , City of Redmond, City of Renton, City of Shoreline, City of Snoqualmie, City of Tukwila, City of Woodinville, Soos Creek Water District, Woodinville Water District

Table IX-4: BCC Educational Services Sites, 1998-99

1. American Legion Hall, 38625 SE River St., Snoqualmie WA 98065
2. Arena Sports Indoor Soccer Facility; 9040 Willows Rd, Redmond
3. Ballet Arts Center; 204 100th NE, Bellevue
4. BCC Cont Ed Computer Center; 13555 Bel-Red Rd, Bellevue
5. Bellevue Christian Church, 10808 SE 28th, Bellevue WA 98004
6. Bellevue Regional Library; 1111 110th Ave NE, Bellevue
7. Bellevue-Overlake, Church of the Resurrection, 15220 Main Street, Bellevue WA 98007
8. Center for Dance Issaquah; 485 Front N, Issaquah
9. Central Washington's Cancer Center
10. Chief Kanim Middle School; 32627 SE Redmond Rd, Fall City
11. Childhaven
12. Children's Hospital Regional Medical Center
13. City of Redmond Parks Dept, Anderson Park, Fullard House; 7802 168th Ave NE, Redmond
14. Community Center of Mercer Views; 8236 SE 24th, Mercer Island
15. Community Church of Issaquah, 205 Mountain Park Blvd. SW, Issaquah WA 98027
16. Congregational Church of Mercer Island, 4545 Island Crest Way, Mercer Island WA 98040
17. Eastgate Congregational Church, 15401 SE Newport Way, Bellevue WA 98006
18. Evergreen Hospital Medical Center
19. Factoria Center- Continuing Education Building S; 12400 SE 38th St, Bellevue
20. Factoria Center- Continuing Education Building T; 12400 SE 38th St, Bellevue
21. Fairfax Hospital
22. Five Star Dance & Fitness Club; 15612 SE 128th St, Renton
23. Group Health Eastside
24. Harborview Medical Center
25. Hopelink; 14812 Main St., Bellevue
26. Interlake High School, 16245 NE 24th St., Bellevue WA 98008
27. Interlake High School; 16245 NE 24th St, Bellevue
28. Keiro Long Term Care
29. Kindering Care, Bellevue
30. Kirkland Arts Center; 620 Market St, Kirkland
31. Kline Galland Home
32. Marenakos Rock Center; 30250 SE High Pt Wy, Issaquah
33. Mercer Island Boys' and Girls' Club, 2825 W. Mercer Way, Mercer Island WA 98040
34. Meydenbauer Center; 11100 NE 6th St, Bellevue
35. Minor and James medical Clinic
36. Mount Si High School; 8651 Meadowbrook Way SE, Snoqualmie
37. Mount Si Senior Center; 411 Main Ave S, North Bend
38. Newport High School, 4333 - 128th Ave. SE, Bellevue WA 98006
39. North Bend Elementary; 400 E 3rd St, North Bend
40. North Puget Oncology/Affiliate Health Services
41. Northwest Tumor Institute
42. Opestad Elementary; 1345 Stilson Ave SE, North Bend
43. Olympia Radiological Associates, Ltd.
44. Overlake Hospital Medical Center
45. Pine Lake Community Club, 212 SE 20th, Sammamish WA 98075
46. Pine Lake Community Club; 21333 SE 20th, Issaquah
47. Pine Lake Covenant Church, 1715 - 228th SE, Sammamish WA 98075

48. Preston Community Center, 8625 - 310th Ave. SE, Preston WA 98050
49. Pro Sports Club; 4455 148th Ave NE, Bellevue
50. Providence Marianwood Long Term Care
51. Providence Medical Center
52. Puget Sound Health Care System/Seattle (VA)
53. Puget Sound Tumor Institute
54. Radiance Healing Center; 55 1st Pl NW, Issaquah
55. Rain City Fencing Center; 12368 Northup Wy, Bellevue
56. Redeemer Lutheran Church, 6001 Island Crest Way, Mercer Island WA 98040
57. Redmond High School; 17272 NE 104th St, Redmond
58. Rhythms Studio; 2273 140th Ave. NE, Bellevue
59. Robinswood Barn, 2432 - 148th Ave. SE, Bellevue WA 98007
60. Sacred Heart Medical center
61. Sammamish Club; 2115 NW Poplar Way, Issaquah
62. Sammamish High School; 100 140th Ave SE, Bellevue
63. Seattle Design Center; 5701 6th Ave SE, Seattle
64. Seattle Lighting; 12812 Bel-Red Rd, Bellevue
65. Selden's Home Furnishings; 1802 62nd Ave E, Tacoma
66. Snoqualmie Center of Performing Arts; 38601 SE King St, Snoqualmie
67. Snoqualmie Middle School; 9200 Railroad Ave SE, Snoqualmie
68. Snoqualmie Valley Museum; 320 North Bend Blvd S, North Bend
69. St. mary Regional Cancer Center
70. St. Peter's United Methodist Church, 17222 NE 8th St., Bellevue WA 98008
71. St. John's Medical Center
72. Stonehouse Bookstore; 12602 NE 8th St., Kirkland
73. Swedish Hospital Tumor Institute
74. Swedish Medical Center/Ballard
75. Swedish Medical Center
76. Tacoma Radiation Center
77. The Dance Academy of Bellevue; 721 112th NE, Bellevue
78. The Garden Club Retirement Residence, 13350 SE 26th, Bellevue
79. The International School; 445 128th Ave SE, Bellevue
80. Tolt Congregational Church - "Pilgrim House", Highway 203, Carnation WA 98014
81. Tyee Middle School; 136030 SE Allen Rd, Bellevue
82. University of Washington Medical Center
83. Valley Medical Center
84. Valley Radiation Oncology Center
85. Vertical World; 15036 NE 95th, Redmond
86. Veteran's Administration Medical Center
87. Virginia Mason Medical Center
88. Washoe Medical Center